

Public Libraries

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Community Libraries at Elizabeth, C. A. George, librarian, Elizabeth, N. J.

On January 3, 1911, the free public library of the city of Elizabeth, N. J., established three special branch libraries which are designated community libraries. They are located in schools and the simplicity of their working and their pronounced success have resulted in the request that a description of them be published in the hope that those who may have problems similar to those that confronted Elizabeth might solve them in the same or a similar way.

The Elizabeth library has been under municipal control since July 1, 1909, although the board was appointed the previous year, December 1. Previous to that time a free library had been conducted by a private board who managed affairs for a number of volunteer subscribers. This library had about 9,000v. with an annual circulation of 25,000v. The funds were too insufficient to supply books for a real circulating library for the city of over 70,000 population, so the reading public who could afford it, went to the neighboring towns for their books and the others went without. The citizens knew of the modern library development all over the country and in consequence the deprivation they were experiencing. When the city finally took over the support and management together with the gift of the entire equipment of the volunteer board, everybody was ready for books. Situated only thirty minutes from New York, with the city line almost touching that of Newark, everybody was educated also to a complete knowledge of his rights and privileges in the matter. The first year of active work under city

control the circulation increased to over 133,000v. Twelve thousand books had been purchased and put into circulation and a branch library had been opened in a thickly populated section of the city. The main library remained in the rented quarters occupied by the former management and still is enjoying the usual experiences of inadequate, congested quarters.

The two libraries, however, were located nearly two miles apart and a very considerable population was from twenty minutes' to an hour's walk from the city's books. This, of course, was not a condition unique to Elizabeth, but one that ought to be changed if possible. Deposit stations never appealed to us, nor does the exchange station plan, because both plans involve leaving the control of the books to some one outside of the library staff. Our finally deciding to make use of conveniently located schools was in the full belief that it was a common practice with libraries to do this, it being such an obvious solution of the problem, "Handy service vs. little funds." When we confidently looked about for the example and experience of others, we found none of our neighbors was doing it, and finally, we could not find that it was done at all. A recent discussion on the "Wider use of the school" plan disclosed the fact that an experiment something after our plan had been tried at Detroit some twelve years ago but failed, the reason being given for the failure that pupils loafed in the library room and neglected their school duties and the public did not avail themselves of the privilege. These experiments were carried on in their high schools.

Cleveland and Buffalo are both at present maintaining a service similar to ours but their efforts have been confined to developing their regular high school library to include the function of service to the public. It is an *effect* rather than a *cause*. Highly developed high school libraries are common enough, but their functions are quite universally limited to service for the pupils rather than the public at large.

Our plan is a deliberate effort to serve the public with *books*, which clearly marks the distinction between the Elizabeth plan and any other of which we find record. No reading room facilities whatever are provided, while in the other cases, reading room equipment is part of the plan. Our idea is to maintain these branches as distributing centres only, where one may enjoy examining the books themselves rather than selecting a title from some list.

The board of education generously co-operated with us in our plan to open three such branches in grammar schools. Each of these branches is the centre of a circle, the radius of which is not more than a ten minute walk and these three community libraries, with the main and branch libraries, form a chain of five of such circles which intersect and cover from 92 to 95 per cent of the population of the city. Two of the branches are in the residential section composed largely of single houses, where books are loaned to adults in person as well as to pupils. The third branch is in a congested district, where books are loaned to the parents chiefly through the children attending the school. It is interesting to note that in this latter branch a large proportion of the circulation is non-fiction.

There are many advantages to our plan. Rent, heat and janitor service are free and the open hours are such that there is little need for artificial light. This, however, as much as we need, is given us by the board of education. All other expenses in connection with the equipment and maintenance are borne by the library. In each branch, shelves of the Newark type units, each unit being

seven feet high and three feet wide, with about seven hundred books and an assistant's desk were installed, and an assistant from the library is in charge twice each week. About two-thirds of each collection is stationary with each branch, the remaining third being interchangeable, thus greatly increasing the number and variety of books at each branch. For the first few weeks a senior member of the staff was sent with the assistant who was to have charge of the work, to supervise until everything was running smoothly. Since then the entire work of the three community libraries has been done by one assistant. The schedule is: School 4, Mondays and Thursdays; School 3, Tuesdays and Fridays; and School 6, Wednesdays and Saturdays. The open hours are from two till five on all days but Saturdays, when they are from nine-thirty till twelve. The argument against the establishment of libraries for the public in schools because of their being closed on Saturdays, and therefore inaccessible to the public is, of course, really groundless. In schools, as in other public buildings, holidays and vacations are utilized as days for cleaning and making repairs and alterations that it would be impossible to make with the children about the building, so that there are few days in the year when the janitor is not on the premises and the doors open. We have made no attempt as yet to maintain our community libraries during the summer months, but we have had free use of the room on Saturdays. Should it seem advisable to open these branches during the summer we anticipate no difficulty in obtaining the necessary permission.

The libraries are located in the teachers' room which is not open to the children excepting during library hours. This affords splendid protection for the books and the percentage of loss is slight. The books are available for the teachers at all times, and reference books have been supplied for their use.

A reader's card is good interchangeably between the main building or any of the branches and books borrowed at any one

of these may be returned at any one of the others. In the case of a book from the duplicate collection, borrowed from the main or branch libraries and returned to a community library one cent is added to the charge to allow for its return to its proper station. No duplicate collections are kept at the community libraries, books are not reserved, nor can a book that is not in that special library be transferred to it from another station, but a request for the reservation of any book in the main library made at any branch will be transferred by the assistant in charge and the request will be filed for the usual postal notice of reservation with the main library where the book will be issued.

The method of keeping our records straight is simple. It is merely the use of separate colored inks for each place or group of places. We use dark blue ink pads for all records at the main, red for the branch and green for community libraries. At the branch and main we use the initial of the assistant making record and at the community libraries the initial of the particular branch at which the record is made, the various libraries being designated by their street names rather than the numbers of the schools, thus extending the community idea.

The books and cards are stamped with the name of the station to which they belong, and books discharged at any other than their home station are transferred to their proper station by messenger. This work can be done very satisfactorily in connection with overdue messenger work.

The details of handling applications must depend, naturally, on the system of each particular library. With us, the community assistant transfers all applications to the main library where the regular test for genuineness is made, and if the records are clear a card is issued from the station at which the application was presented, and the application, stamped with the name of the station where the card was issued, is filed at the main library. All postal notices, etc., connected with the community libraries are sent by the attendant in charge of the

several branches. The daily records of each branch are kept in the usual way, the totals being entered in the daily records at the main library.

These community libraries, begun in ignorance of the fact that we were venturing in untried ways, have succeeded in meeting a real need of the several neighborhoods where they are located. No attempt has been made to advertise these branches widely and thus invite, at a time when they were not fully equipped to stand an unusual strain upon their resources, the rush which for a time would follow such a proceeding. We have been content to build up in a conservative way a clientele among people to whom books are friends and reading a pleasure and who do not patronize the branches simply because they are a novelty. These libraries had been open eight months when our report for 1911 was made up, and in that time they had circulated 10,965 books, about forty per cent of which was non-fiction. It is part of our plan for the near future, now that these libraries have become firmly established, to advertise them that they may become known to more people in their neighborhood.

The development is in perfect accord with the new idea of the "Wider use of the school" plan, and although their establishment was not the result of this plan, they have furnished a practical illustration of what that plan may mean. We have found them to be a useful factor in our system.

The Public library of Jersey City, N. J., published a timely pamphlet on the origin and history of Christmas. The subjects treated were Christmas in the United States and foreign lands; Origin and history of Santa Claus and the Christmas tree; Christmas music and decorations; Christmas feasts; Christmas charities and superstitions. In similar form the library has also issued publications on Thanksgiving, the American flag, the water supply of Jersey City and a number of other subjects.

Utilization of the School Plant*
William Wirt, superintendent of schools,
Gary, Ind.

The twentieth century public school saves the tax-payer's money by providing, first, class rooms and libraries where the child can study books and recite from books; second, play grounds, gymnasiums and swimming pools where the child can play and secure a general physical training; third, shops, gardens, drawing rooms and laboratories where the child can work and learn to do efficiently many things by doing them; fourth, an auditorium where by means of lectures, recitals, dramatization, phonograph, player piano, stereopticon lantern and motion pictures the visual and auditory education of the child may be done efficiently. Four separate and distinct places are provided for each child, but the total per capita cost is not increased fourfold. The per capita cost for class-room study under good conditions is from \$100 to \$200, for play and physical training from \$10 to \$25, for work from \$20 to \$125, for an auditorium from \$10 to \$25. The total per capita cost for the four departments is from \$140 to \$400, or from 40 per cent to 100 per cent greater than the per capita cost for the study and recitation room alone.

But each child can be in only one of the four places at the same time. The new school so arranges the classes that different sets of children are in the four separate departments all of the time. By this plan the new school accommodates four times as many children, and at a per capita cost of \$35 to \$100. By providing facilities for the child's play, work and recreation as well as facilities for study the per capita cost of the school plant is only 35 per cent to 50 per cent that of the traditional study-class-room school. There is a corresponding saving in annual maintenance cost. Extra teachers and special supervisors are also eliminated, and the per capita cost for in-

struction is less than in the exclusive study school.

A much more important feature of the new school is that the children want to go to such a school every day in the year and eight to ten hours each day. The universal problem of keeping the children in school has been solved. The school provides a real life so that the child wants to educate himself at the very moment that he has the opportunity. The play impulse is transformed into a work impulse, so that real pleasure is experienced in work. The school life creates a need and desire for the academic and cultural work of the school. There is no attempt to remove the difficulties. The supposed distasteful work of the school is not sugar-coated with sentimentalism. The wasted time and the misdirected energy of the street and alley are utilized to awaken ambition, develop initiative and create power in the child, so that he can find real joy in the mastery of difficulties. The child is busily and actively engaged the year round educating himself.

The worst possible form of an educational plant is a massive brick and stone building with every device perfected for keeping children quiet in a straight-jacket school seat all day long. Children are annihilated in such a school, not educated. The traditional class-room-study school building may answer very well for the mechanical study of text books. But real education demands much more than the formal study of text books. The new school gives the child one-fourth of his time for the formal study of text books and for the formal organization of what he has learned during the remaining three-fourths of his time in real activities. The addition of facilities for real activities in a combined work shop, playground and school makes real, genuine education possible. The new school does not dispense with books or culture. It provides for a more efficient use of books and a more genuine and thorough acquisition of culture.

One feature that will be of special in-

*Summary of a paper read before the National superintendent's association, St. Louis, February 28, 1912.

terest to librarians is that the school employs specially trained teachers to direct the outside reading of children and cultivate an appreciation for good literature. These teachers meet every child for a thirty-minute period on alternate days. By means of stories and reading from sets of books furnished by the public library, the children are interested in the best literature. This literature teacher's class room is in reality a library of literature for children, and the teacher is in the truest sense a children's librarian. Many of the books furnished by the public library are supplied in sets of 30v. or 40v. of the same book so that class work is possible in this directed reading.

Similarly the nature study teachers have a nature study library in their laboratory, the music teachers have a music library, the drawing teachers have an art library, etc. The library work is supplemented by pictures, victrolas, piano players, stereopticon and motion picture machines in the school auditorium; and by the museum specimens in school corridors. Every child is reached regularly in an organized way. The library maintenance and salary cost per book circulated and read is about one-fourth of one cent. The life of a book circulated in sets under the direct control of the special teachers is ten times that of the usual library circulating book.

In Gary it is hoped to have a branch of the public library in every school, with an assistant librarian from the public library in charge, and with the special teachers in the school co-operating in cultivating and directing the reading of the children.

The unit school plant will accommodate about 2,700 children. The buildings are open evenings, Saturdays and vacations. Adults use the school building as freely as children. The branch library is so placed that it can be entered directly from the outside and without climbing steps. The location of the branch library in the same building with the social, recreational and study facil-

ties brings to the library many readers who would not otherwise form the library habit. In turn the library helps to promote the other social, recreation and study features of the school.

What Teachers Expect of the Library*

James Fleming Hosic, head of department of English, Chicago Teachers' college

Teachers expect of the library what they have been taught to expect. The libraries of the country have made such progress in recent years in assisting teachers that teachers can hardly think of fresh demands to make. In any case, what a teacher expects of a library will depend upon what sort of a teacher he is. For the purpose of the present discussion, the needs of the public school teacher will be specially dwelt upon.

The needs of teachers fall into two classes, the needs of self and the needs of others. If we look somewhat closely at the needs of teacher's self, we shall find that these are also twofold, personal needs and professional needs. Personally, teachers need recreation—that refreshment of mind and body without which the life and energy necessary to good teaching are impossible. Teachers sometimes draw heavily upon the fiction shelves. There is some reason for it. The library ought to provide for the teacher's light reading. In the second place, the teacher must possess that indefinable something we call culture, which comes from such assimilation of the world's best experience as renders the individual responsive to the spiritual appeals of his environment. The *masterpieces* of literature are, beyond doubt, one of our most important means of culture. In the third place, the teacher must possess a large fund of general information. She must know a great deal about the world of men and the world of things, both past and present. The library should furnish opportunity of acquiring this knowledge.

Passing to the professional needs of

*Notes of an address before the Illinois Library association at Joliet, October 12, 1911.

the teacher, we note that he requires information as to what is going on in the educational world. He must have his ideals of education constantly renewed and strengthened, and he is ever on the lookout for new and better ways of doing his work. The library can perform an important service in rendering accessible magazines and professional books, which many teachers cannot personally afford.

Turning to the needs of others, which the teachers must supply, we find that there is always an urgent demand for books in the class room which pupils can read. Plenty of books are published, but unfortunately very few of them are adapted to children's reading, and, besides, few schools have the funds with which to provide books in sufficient numbers. In the same way, teachers are ever seeking books for reading to the pupils, and books for the pupils to consult. And there is, lastly, a daily request from the children, "Tell me a good book to read." If every teacher were provided with brief lists of well selected books which children of a certain age are sure to like and which are so excellent in structure, in tone, and in style that their influence on the little readers will be positively good, one of the chief problems of the school would be practically solved.

By way of closing, a few practical suggestions are offered: first, let the library inform the teachers adequately as to what opportunities the library offers for teachers now; second, train teachers to use the resources of the library in the best way (all teachers are willing to learn); third, let libraries enlist teachers as their helpers (one takes an interest in a thing he is assisting in); fourth, win the confidence of teachers by wise discrimination as to the reference, titles, and particularly as to the versions; fifth, let the library adapt its technique to local needs. Too much library science, sometimes, defeats its own purpose. Lastly, leave to the school, its proper work. Except as a means of interesting children in its books, the library may well leave story telling to the teachers, who are able to gather its fruits.

What the Library Expects of the Teacher*

Anna Hoover, librarian, Public library, Galesburg, Ill.

The library expects co-operation from the teacher in two ways: first, outside of the library, that is, in the class-room; second, in the library itself. To be of the greatest assistance the teacher must be a lover of books, not only for what they contain but for their physical make-up as well, and it should be one of the first duties of the grade teacher to instill into the minds of her youngest pupils a proper regard for the care of a book. She should show them how a book is built, the various processes it must go through before it reaches the stage of completion, and explain how easily careless handling will tear down its structure and destroy its beauty, and that when once mutilated it can never be restored to its former perfection. She can best do this by her own example of the careful handling of books. Following this she should teach them the special make-up of books, the use of its preface, its title page, the table of contents, its running head-lines locating special topics, and its index, thus enabling them as they grow older to use a book intelligently.

The librarian expects the teacher herself to be a reader of books and well acquainted with the best literature. Twenty-five years ago it was considered the chief object of school work to teach the child *how* to read so that he could make use of all reading matter; today we go beyond this and ask the teachers to cultivate in the child a taste for and appreciation of the best books written and what is equally important, that they instruct them in the proper knowledge of books and authors. If this were done perhaps we should have fewer calls from the high school pupil for "Lamb's tails, by Shakespeare," or for "Ben Hur's 'Fair' God," from the college freshman.

The child who at the age of fourteen has not read certain books such as "Robinson Crusoe", "King of the golden river", Kingsley's "Water babies", Haw-

*Extracts from a paper read before the Illinois Library association at Joliet, October 12, 1911.

thorne's "Wonder book", "Rip Van Winkle", a few of Shakespeare's comedies and others I might mention, has, it seems to me, been robbed of a great fundamental right, a loss which can never be restored to him by any subsequent privilege. All these treasures and more the library has, and while the librarian may tactfully suggest what to read, still it is the teacher who must arouse the children's admiration and love for the best; it is she who must teach how to use books and how to read them.

Assuming then, that this is her attitude of mind toward the subject, the question arises, "How is the teacher to get pupils to read the books?" This is possible, I believe, in two ways. First, by reading aloud to the children portions of such books as she wishes them to read. We found it difficult to interest our small readers in the Little cousin series, but when one of the teachers drew out a number of these books on her special card and read aloud from them at school, interest was at once aroused and the demand for them was constant. "Tom Brown's school days", sprang into immediate popularity only after a portion of it was read aloud at school. Nor is it always necessary that the book be read, sometimes merely the mention of a title is all that is needed to call forth a demand.

The second way in which the teacher may interest the child is by preparing lists of good books and recommending them to her pupils. She alone knows their mental capacity, what is required to help them in their studies and in the gradual expansion of their minds.

In class-room co-operation the help the librarian receives from the teacher depends much upon the teacher's individuality. Especially is this true in the school library work. We find some of the teachers appreciative and greatly interested in what the library does in this direction. Others, however, are indifferent, leaving the selection of the books entirely with the librarian (and then perhaps are dissatisfied with the choice made), nor do they make an effort to

keep a record of the use of the books.

In this question of co-operation the librarian expects the teacher to be a library patron herself and acquainted with its rules and its tools, its resources and limitations. This brings us to our second point: what the library expects of the teacher at the library. Here we refer chiefly to the library's dealings with teachers of the high school and college whose pupils use the library for reference work. One of the first things is reasonableness in the teacher's requests. The longer I work with teachers the more I am impressed with the selfish view which they unconsciously take as to what the resources of a public library should be. The teacher of history urges the purchase of books bearing upon his line of work, while the teacher in economics has but little interest in the purchase of books other than works of political economy, social science and allied topics, and unless you cheerfully buy all his recommendations he perhaps feels that the library is not giving him the entire sympathetic co-operation it should. When the argument is presented that the book fund is decidedly limited and far too inadequate to consider to the full extent all the claims of each and every department he invariably replies, "Yes, I know that, but *this* book should be in the library." When I explained to another, one of our best teachers, whose fifty pupils would be reading for ten days or two weeks a certain book of which we had but one copy, that our funds would not warrant us in duplicating this book, which after a short period of usage would be dead waste on our shelves, he replied that it "distressed" him to think "how difficult it would be for the whole class to get a chance at the one book." I could not help but wonder, if simply the *thought* of the situation "distressed" him so, *what* would his state of feelings be if some day he might get a view of the librarian's side of the question, and should step into your shoes or mine, when at the busiest hour of the afternoon you are digging up a detailed account of the phlogiston

theory for one person, and between breaths finding a reprint of Jefferson's Summary view for another patron, and as a side issue producing a book on the topography of Japan for a third, while a fourth patron waits patiently by until you have time to help her find out whom her great, great grandfather married, only to be confronted at that particular moment by some half dozen of the aforesaid fifty with the complaint that the all-important book can not be found; it is not on the reserve shelves, no one in the room is reading it, it is not supposed to be charged out to anyone, therefore it is your place to produce it at once, and so, in order to dispel from the minds of the six a lurking suspicion which you somehow feel they have that you yourself have hidden the book, you begin a frantic search to locate it, only to find at last that off in some quiet, remote corner of the library it is being diligently read by one of the studious fifty. Am I not safe in saying that the experience would have left the teacher somewhat more than "distressed"? And yet, there is no one more interested in the public library nor more loyal to it than this same teacher, he simply can not, or does not broaden his horizon sufficiently to see beyond his own small circle of needs.

Another thing the library expects of the teacher is consideration. If the teacher's plan of work calls for a certain book which the librarian does not have the librarian expects to be notified in good season so as to have the book bought and ready for circulation by the time it is ready for use by the pupils. Usually a good deal of red tape is necessary in the purchase of books which prevents their being procured on short notice.

Again I plead for consideration from the teacher for the librarian in the matter of reference work with the student. If, for example, the high school teacher has a question which she wishes answered by some forty or fifty pupils in recitation the following day, the librarian has the right to expect that that teacher will herself find out first what the library

has on the subject and furnish the pupils with a reference list, or failing to do this, at least to notify the librarian definitely as to what will be wanted in ample time for her to be somewhat prepared before the pupils are unloaded wholesale upon her. During the school year it is with us not an unusual occurrence to have two or perhaps three teachers send their entire classes to the public library for magazine articles on some subject relative to the school work, without any warning to us that they are coming and without any preparation on the teacher's part. The children as a rule cannot find without assistance what they want. After a difficult experience like this the importance of instruction in the use of Poole's Index and the Reader's Guide becomes only too apparent. The question is, shall the instruction be by the librarian or by the teacher in the school-room or at the library? The librarian is not the one to decide which magazine articles are suitable for the school work of the pupil and which are not; and if the teacher does not herself furnish him with what she considers proper references, the librarian certainly has the right to expect that the teacher will accompany her classes to the library and personally show them how and where to find the material she requires them to use. The teacher has her one line of work to carry out, while obviously, it is impossible for the librarian to devote an undue amount of time to any one class of patrons no matter how important its demands may be. Moreover, the pupil unaided in presenting his topic to the librarian is apt to be vague and hazy as to what he wants. Thus half the trouble the librarian experiences arises from the fact that the student does not know really how to ask for what he wants and sometimes it becomes her hardest task to learn just what it is she is to look for.

So I plead for reasonableness and for consideration, for a better understanding between librarian and teacher as to the use of the library. The librarian's millennium will come when the teacher is moderate in his demands and remembers the

claims of others, when he ceases to send his classes to the library with endless useless questions to which he himself does not know the answer, when he notifies the librarian promptly that his classes are through with certain books, which have been reserved especially for him and can be put back into circulation, when he does not expect the librarian to make an exception of his case and keep the books he has out for his personal use renewed unasked and to remit all the fines he incurs, when he remembers that the library likes to preserve an atmosphere of quiet and orderliness and so refrains from useless conversation which he himself would not permit in his class room, in short, when the librarian ceases to be the slave and becomes the co-worker, working not for, but with, the teacher. On the other hand, personally, I am glad to pay a tribute of appreciation and gratitude to those teachers who more than live up to our expectations of them, who are so courteous, so considerate, so helpful themselves and so greatly appreciative of all one does for them that it is only a pleasure to work with them.

Illinois Civil Service Commission Library Examinations—Library Assistant

The Illinois civil service commission will hold an examination for the position of library assistant on Saturday, April 6, 1912, at Chicago, Urbana, Springfield, and such other points as may be found necessary.

Positions under this title carry salaries from \$50 to \$100 per month. At state schools and institutions, other than the state university and normal schools, allowance will be made for maintenance, room and laundry.

The examination will cover loan systems, reference, bibliography, order and binding work, accessioning and cataloging, with some questions included on library history and administration.

Inquiries and requests for applications should be addressed to W. R. Robinson, the secretary of the commission, whose office is at Springfield, Illinois.

Library Work with Rural Schools

So many references are made in library periodicals to the undeveloped possibilities of library work with the rural schools, that a brief account of what one library has already accomplished may be of general interest. That the country schools offer a wide field for library activities, is demonstrated by the success of the work in Van Wert county, for in no other department of the library have such large returns been made for the time and money expended.

Established by and maintained for the county, the Brumback library of Van Wert county has from the beginning endeavored to bring to the people the books that are theirs. The small towns of the county have, as a matter of course, been supplied with branch stations, and provided with frequently changing collections of books. In townships where there is no town of considerable size, a country store or post office has been used as a strategic point, and wherever there seems to be a reading community or trading center, a deposit station is established.

Our work along the lines of rural extension early revealed the fact that we were failing to reach, through the deposit stations, the children and young people of the country.

In 1906, in response to a distinct need, the department of school libraries was organized, with the purchase of 472v. selected chiefly from Miss Hewins' List of books for boys and girls. In the first year 29 libraries were sent out, the teachers making their own selection from the books on the shelves and conveying the books to and from their schools. 3,756v. circulated during the first year and the reports of the succeeding years show a steady circulation of about 3,700v.

An impetus was given to the work in 1910 by the appointment of several township school superintendents and by a growing conviction on the part of the librarian that the department was not doing its best work. The personal side was therefore emphasized, help was asked of the county teachers who were

already patrons of the library, talks were given before township teachers' meetings and an unobtrusive effort made to convince the teachers of the library's interest in furthering the work of the schools. It was soon found necessary to place an assistant in charge of the department, her duty being to aid the teachers in their selection of books, make up collections when these were called for and compile lists suitable for given grades. Provision was also made to pay transportation charges on the collections from the library fund, thus relieving the teachers from the necessity of carrying the books to and from their schools. The co-operation of township superintendents has been an important factor in building up the department, and better results have been attained in townships where such supervision exists. A spirit of rivalry between the different schools of a township, and the discussion of the benefits resulting from the use of the school-room collections contribute to further the work.

The method of loaning books has been reduced to the simplest terms, the library realizing that teachers are already pressed for time and in need of all the help the library can give. Any teacher residing in Van Wert county is entitled to a school library, the number of volumes usually limited to the number of pupils in the school. Where a larger number can be used with profit this rule is not strictly adhered to, and where older members of the community wish to use the school library, adult books are gladly supplied. Our one requirement from the teachers, in addition to the charging of the books to the pupils, is a monthly report of circulation. Blanks are provided for the purpose and printed post cards are also supplied, requiring simply the insertion of the number of volumes circulated and the teacher's signature. At the end of the month, post cards are sent to the ten teachers having the largest circulation for the month and a condensed report of the department is printed each month in the county papers. In a few of the schools a pupil has been appointed "librarian" who charges the

books and makes out the monthly report, thus lightening the task of the teacher.

The collections as a rule are returned in excellent condition, but we ask each teacher at the beginning of the school year to give a short talk to her pupils on the proper care of books and a brief sketch of their county public library.

The results of the work with the schools have been gratifying. The teachers report greater interest in such studies as geography and history as a result of supplementary reading on these subjects; better order and discipline where books are at hand for the restless parts of the day; and more rapid progress in reading when the simple readers and picture books are used with the youngest pupils. Since library statistics seldom show the whole of library work, our circulation reports tell only half of the story, but the gain in circulation during the past year has kept pace with the added interest shown by teachers and pupils. In 1910-11 there were 49 collections in use in the county as compared with 29, the largest number for any previous year, and the circulation for the year was 7,945, being 4,159 more than for any preceding year. The school year of 1911-12 is only fairly begun, but 83 collections have already been sent out. In the month of October more books were circulated through the county schools than through the 15 county stations and the central library taken together, although the latter serves a population of 7,000 in the town of Van Wert, besides many rural patrons. With about 125 teachers in the county we shall consider 100 school stations a fair number, taking into account the proximity of some of the schools to the central library and the unwillingness of some of the teachers to do any extra work. An occasional parent or member of a school board still exists who short-sightedly objects to the use of the books in the school room, claiming that time is spent in "reading fairy tales" which might better be spent in learning the three Rs. More often, however, the parents themselves become in-

terested in the books which the children bring home and more than one adult library patron is the result of this indirect influence.

The books included in the initial purchase of books for the school collections were books of recognized literary merit and sound ethical value. Since the department is primarily educational, these qualities are still considered in purchasing books for the schools, but we include a much wider range of subjects than at the beginning and occasionally add books which, though of slight value from a literary standpoint, are useful as stepping stones. Simple primers and picture books are most in demand, since the youngest pupils in a country school are of necessity left much to themselves. Easy books on science and nature study are also popular, especially since the study of agriculture has been introduced into the schools of the state. Geography, history and biography are liked while fairy tales and myths and legends are especially useful because they stimulate the child's imaginative faculties. "Thick" books are not popular, and there is little demand for books for older boys and girls since most of the country boys and girls of high school age attend the Van Wert high school. This limits our selection to books suitable for children between the ages of five and fourteen, and since the demand is similar in all the schools, we duplicate titles freely.

The library is the natural meeting place for the county teachers hence an effort is made to make them feel at home there. With the addition of a much needed wing to the building, a special room will be provided for their use, where committee meetings may be held as well as meetings of the county debating clubs. Lists of books of special interest to teachers are frequently printed in the daily papers and additional lists are struck off for general distribution. Recent examples are "Some books on debating," "Books on story-telling," "Some attractive picture books." Lists compiled by other libraries are also used, notably the Cleveland graded lists for

schools. The list compiled by Miss Kennedy and recommended by the Wisconsin library commission has been bought in quantities and is sold by the library at ten cents a copy.

On October 27 the teachers of the county were the guests of the library at a lecture given by Miss Edna Lyman, story-teller, on the subject, "The listening child." About 175 teachers and parents were in attendance to whom the lecture proved both practical and stimulating.

What Van Wert county is doing for its county schools, other counties can do, but a strong, centralized library is a necessity, together with a hearty spirit of co-operation between library and schools. The duty of the library is to supply the books and make known its willingness to help. A five-minute talk before the county institute will do much, unfailing courtesy and interest in the work the teachers are doing will do more. The teacher's part must be to meet the library half way, to make the best use of the books supplied and to recognize that only by the union of these two educational forces, the library and the school, can the all-round education of a child be accomplished.

CORINNE A. METZ,
Librarian Van Wert county, (O.)

The library staff manual of the University of Michigan is a modest 16mo. of 32 pages, packed with useful information for both the library worker and user, "designed," as its preface states, "primarily for the guidance of the library staff, students, assistants and such members of the University as come in touch with the library in an official capacity and desire to know something of the processes through which a book must go before it leaves the shelves." While amply fulfilling this purpose, incidentally it affords an interesting survey of a definite form of library organization in which the spirit of "library work as a form of social service" appears as the inspiration and the keynote of staff discipline.

Problems of Work with Schools

The first problem in organizing the work with the schools is the relation of the school department to other lines of library activity. Shall it be attached to one of the regular departments of the library, or have a separate organization? In Portland (Oregon) the latter course has been taken for the following reasons: a school department is intended to serve all the teaching force in the community, private and public, secular and religious, from kindergarten to college. As its chief function is to bring all teachers to a full conception of their library privileges this can be best accomplished if the school department makes its work tributary to every other department.

In serving the grade teacher the school department staff must be familiar with the juvenile books; in helping the high school and college teacher the staff must know the resources of the adult circulating and reference collections. To properly care for the libraries already in schools and temporary collections it must work hand in hand with the catalog department. While a clear conception of relations with all other forms of library extension work, such as branches and stations is imperative.

The second fundamental problem is the real attitude of school authorities toward library work as related to schools. Mr Herbert Putnam in May PUBLIC LIBRARIES expresses "the doubt whether the zeal for 'extension work' is not inducing librarians to activities outside of their proper province or feasible abilities; and incidentally tending to enfeeble the sense of responsibility on the part of other agencies, particularly the schools." To test the truth of this statement a number of school reports were consulted. Do school boards, superintendents and principals have sufficient belief and interest in the work to give it definite and hearty support? Shall the librarian be left to persuade each individual teacher of the value of a library card and familiarity with books? In short, what shall be the functions of the teacher and what the functions of the librarian? The

president of one school board (Milwaukee) puts himself on record in the following words: "We cannot flatter ourselves that all learning is obtained in the school house. Closely allied to our school system by virtue of the character of its work is the public library. Realizing and appreciating the valuable assistance which our schools have received from the public library in the past, still I feel called upon to urge a greater co-operation between these educational institutions. I fear that generally throughout the city not enough stress has been laid upon the value and necessity for a library education." In another part of his report he says: "The school system which does not each year demand more of every teacher has already begun to decline. As members of the board of school directors we must ever bear in mind that our obligation is first to the children."

One superintendent writes: "It is the *duty of the school* to train the children in the proper use of the means afforded by the city for educational development." (Oakland.)

Another states, "Art museums, public libraries, public parks and buildings, factories, banks, etc., in short, the home city is becoming a part of the schoolroom." (Indianapolis.)

Again we find "To use books profitably" is one of the essentials with which every child should leave school. (Seattle.)

In the report of one superintendent we read: "Teachers should be sufficiently at home in the great world of prose literature dealing with real things to select suitable material, and professionally trained to place it before their classes in a way to stimulate their activity and liking." The practice of omitting important classes of literature such as biography, is explained "As the faulty application of a principle of education, namely, that the interests of the children are determining factors in the choice of books. This principle has been interpreted to mean a *laissez faire* attitude on the part of the teacher, a passive waiting

to see whether the child likes the piece and if not, that settles the question." (Newark.)

The fact that most of the reports examined made no mention at all of the library, while others spoke of it in complimentary but unrelated terms, and only a few seemed conscious of unused resources, leads librarians seriously to consider their present relations with the schools in their immediate fields. There is a great diversity of opinion among librarians as to the best way to work with children. Some say that the class-room library is bad in its effects, making the pupils and teachers content with a meager collection of books; that the children should be served from children's rooms in central and branch libraries, while others would do away with children's rooms except as laboratories and reach the children through the teachers. All librarians are agreed, however, that every child should be reached so that he shall read the best books at the right age, that he should understand how to use a book as a tool, that he shall come to look upon books as necessary to his progress and happiness and become a permanent user of the library.

When the active support of the school board and school superintendent has been gained, the teacher will receive definite instructions as to her part in the problem to be worked out and the librarian will be solicited to make suggestions when courses of study are being planned. Speaking concretely, the experience of one year's work in Portland bears testimony to the value of a system of library work with schools in which the schools carry a large share of responsibility. When school district No. 1, Multnomah county, was approached by the Library association of Portland it was found not only quite ready to appropriate twenty thousand dollars for the purchase of books, but also to care for class-room libraries according to the rules already in force throughout the library system and to deliver the books to the school buildings. The Library on its part agreed to employ the librarians, to select and prepare the books for circulation and

also to take general charge of the work.

Thus from the beginning the teachers as a whole were sure that the school authorities believed in the library. The faithful teacher was relieved of the burden of carrying books back and forth from the children's room. The indifferent teacher was aware that the children's interests were first in the minds of the board. So far the teaching side of work with schools has not received much attention, but in planning for next year it is the intention to organize the instruction of teachers and pupils only with the full support of the school authorities. A joint committee of school and library board takes up all matters of common interest. Therefore, this body must first be convinced of the importance of any radical measure. While there will always be necessity for work with individual teachers and pupils, we are convinced that greater progress will be made if we attack our problem at the other end of the line.

HARRIET A. WOOD,
School librarian, Portland, Ore.

The Dickens centenary has called forth from the libraries over the country, book lists and bibliographies more or less complete as well as interesting biographical and critical notes in library bulletins. Among these may be noted that of the Chicago public library book bulletin for January, 1912; and the Brooklyn public library annotated list of books and of references to periodicals; "Charles Dickens, 1812-1870." The Free public library of Jersey City publishes a brief biographical sketch of Dickens with a synopsis of each of his works.

The Boston public library observes the anniversary by an exhibit of Dickensiana in the Fine arts department, including contributions from the library collections and from the libraries of Mrs James T. Fields, Mrs Howard Malcolm Ticknor, Francis Bullard, Robert G. Shaw and others. A complete collection of the first editions of Dickens' works is included. A lecture on Dickens by Dr E. C. Black was given in the lecture hall of the library on Sunday afternoon, February 4.

Public Libraries

MONTHLY - EXCEPT AUGUST AND SEPTEMBER

Library Bureau	- - - - -	Publishers
M. E. AHERN	- - - - -	Editor
Subscription	- - - - -	\$2 a year
Five copies to one library	- - -	\$8 a year
Single number	- - - - -	25 cents
Foreign subscriptions	- - - - -	\$2.25 a year

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By the rules of the banks of Chicago an Exchange charge of 10 cents is made on all out-of-town checks for \$10 and under. In remitting subscriptions, therefore, checks on New York or Chicago banks or post-office money orders should be sent.

When a change of address is ordered, both the new and the old address must be given. The notice should be sent two weeks before the change is to take effect.

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To an onlooker, suddenly coming upon the scene of library affairs from some other sphere, the two features which stand out most boldly before his gaze are libraries and schools, and libraries and business. Whatever else is taking place, it is clear that here are two big main currents of activity and they ramify in many directions.

As Mrs Wiggs of the cabbage patch has reminded us, "We never can tell where our pleasures are coming from!" So the co-operation of libraries and schools over which the Library section of the National education association has long exercised itself, is coming to pass, in quarters unsuspected and ways unforeseen! When the movement whose consummation is devoutly hoped, assumes such shape that legislation affirms and appropriation sustains its existence, we may begin to reckon with a growing reality and prepare ourselves to see a new planet where before was only star-dust. To enumerate a few evidences in support of Mrs. Wiggs' contention, and to suggest some of the ramifying tributaries to main current number one: there is the new law in Idaho (due largely, by the way, to the efforts of a school man,

George H. Black, president of the Idaho state normal school at Lewiston), which sets aside three per cent of the school money of any district to the maintenance of a school library that shall be under the supervision of the teacher, who must be trained in the elements of library economy. Again there is the shining example of School district No. 1 of Multnomah county, Oregon, which upon suggestion from the Library association of Portland, cheerfully appropriates \$20,000 for classroom libraries to be selected by and supervised from the public library. Then there is the idea of utilization of the school plant, by libraries of Elizabeth, (N. J.), Rochester, (N. Y.), of Minneapolis, (Minn.), of Dayton, (O.), Grand Rapids, (Mich.), and probably many others where the hospitality of school buildings is sought for extending library service to the whole school neighborhood. There is also the county library system, to which the press of the country, incited by a circular from the office of the U. S. bureau of education, is giving such wide publicity. It is to be noted that the most successful efforts of the county library thus far have been through the rural school. Many high school libraries also are falling into line with the library commissions with the result of highly increased efficiency. In California 229 such libraries are reporting to the State library commission and 14 of California's 58 counties have already adopted the county system. Moreover, instruction in the use of books and the library, stimulated from many sources, is becoming an accredited subject in the curriculum of high school and college and in all likelihood (unless we greatly mistake the omens) will be the live wire connecting libraries and schools.

The stimulus of business contacts bids fair at present to react more fruitfully, if anything, than even those in the past from the school. The entrance upon the library profession, of men of business and affairs as distinguished from the men of purely technical and academic training is hailed with satisfaction and there

are not a few librarians in whom are happily mingled the characteristics of both of these types. It is the personality of such men as these that contributes to lift the library as an institution into that prominence necessary to its proper functioning as a social and intellectual force in any community and to call forth from the community the proper sustenance and adequate support, financial or otherwise.

Interior organization of library affairs along the lines of other modern business organization develops a tact for and a liking of business for its own sake. The librarian is differentiated, however, from the man of mere business, not only in the matter which he deals with but in a certain quality of ideal which makes him restive if library routine fails to connect with all forms of intellectual advance, or commercial and social betterment. To discover and establish such connections seems to be the librarian's leading idea at present. Out of such a spirit legislative and municipal reference libraries have sprung up and other efforts in the same direction such as the new Department of civics of the Chicago public library, the business branch of the Newark free library, likewise the projected Co-operative bureau of information in Boston; and, last but not least, the bill now before Congress to appropriate \$150,000 to establish a national legislative reference bureau.

An inquiry into the elements and influences which have brought about the present tendencies, and seem likely to shape future achievements, would make a good thesis for some one bold enough to undertake it. The point which we would emphasize now is that whether the library is a shop or factory, a school or a university, (nobody any longer mistakes it for a lounging place), it exhibits the characters of an independent, self-directing force well advanced toward definitely conceived ends. Loan systems, bibliography and library statistics, we have with us always, but they take on new life and purpose and special functions in the contacts of the larger relationships established by the two-fold intimacy of the library with the world's

work, and with the world's preparation for work,—the school.

It was stated at the midwinter meeting of librarians by a number from various parts of the country that a deplorable situation has arisen in relation to the Carnegie gifts for library buildings in that the secretary of Mr Carnegie had adopted a certain form of plans for library interiors which were no longer adaptable for the best administration of the library service. From Wisconsin came reports of plans which had been worked out with the greatest care by members of the library commission being refused approval. Oregon, Canada, and Michigan delegates all testified that Secretary Bertram has taken it as part of his duties to say how the plans should be drawn, much to the regret and annoyance of the local library authorities.

Doubtless the thought back of this attitude is commendable, namely, to prevent inexperienced boards from falling victims to uninformed (or worse) architects. There have been deplorable instances of such cases. But to make it a general rule for library authorities of well known ability, shows an inelasticity of judgment that is harmful to the best interests of all concerned.

The National education association has issued its yearbook and the Journal of proceedings and addresses of the 49th annual meeting at San Francisco, July, 1911. The association enters upon the 50th year of its existence with a permanent fund of \$180,000 and a membership of over 7,000, of which 871 are institutions.

The program of the annual meetings collects, epitomizes and reviews the achievements and advance of public education throughout the whole country, thus unifying and standardizing school methods, while promulgating anew the ideals which inform them.

Of increasing importance are the committees for investigation and report upon school matters and the manifold relations of society to the child. This work involves not only a generous ex-

penditure of time, labor and thought upon the part of individual members, but necessarily requires financial backing from the association as a whole.

The general trend of school activities and of the widening field and deepening sense of school responsibilities is brought to light in the character of the discussions and papers submitted. Fully one-tenth of these relate to a system of teaching morals in the public schools; another large section is devoted to school hygiene in its various phases and its relations to the health of the school child. Great prominence is given to the various phases of vocational training and industrial education, as well as to rural schools and agricultural education. Balanced courses of study and all-the-year-round schools also receive considerable attention. The co-operation of the home and the school and the coming of the human element into education is noticeable in the discussions on open-air schools, training of the mentally and physically deficient, play-grounds, and the peace movement. Open this volume where he will, even the most casual reader must be struck with the effort made to relate the child's school life to the life of the community about him and to integrate his initial activities with the purposes of civilization. As a comprehensive survey of public school activities it should appeal to the interest of every parent and thoughtful citizen, while to schoolmen, librarians and social workers it becomes a directory and reference book.

A report of the secretary of the N. E. A. shows a membership in that body of 183 public libraries. This is the third largest membership, being exceeded by public schools with a membership of 274, and universities and colleges with 220. In the membership of the A. L. A. are to be found 50 colleges and universities, 8 normal schools and no public schools. A review of the committees of the body is interesting, and while many are important, some seemingly unimportant committees are listed, and their work of

many years explained. It was only last year that committees on library work in high schools and normal schools were appointed; even then, they were appointed from the Library section of the N. E. A., which was organized largely by librarians, as well as sustained and developed since, by the efforts of those who are doing library work. The influence of the work of the library department has been steadily, if faintly growing.

Library Work in High Schools

The New York library association committee on library work in high schools has made a most interesting and inspiring report of the progress for the year, ending September, 1911. During that period the committee answered calls from more than 12 states for statistical and other information on this subject. This included many requests for outlines of library instruction for the use of teachers and librarians. The interest was widespread, requests coming not only from New England, New Jersey and other eastern states, but from the Middle and Far West. Hence, the matter was deemed of sufficient national scope to justify the recommendation of the appointment of a committee from the Library section of the National educational association, which was accordingly done at San Francisco in July, 1911, by Edwin White Gaillard, president of the Library section. An equally significant event was the appointment of a committee to investigate high school conditions in Illinois.

In three cities, notably Cleveland, Ohio, Newark and Passaic, N. J., the high school library comes under the management of the public library, as one of its branches. An increasing number of high schools are taking up the subject of instruction in the use of books and in a number of instances such instruction receives credit as a regular subject in the curriculum.

During the year, a circular letter was sent out by the School libraries division of the New York state library to school

superintendents and boards of education calling attention to the value of some simple library training for those teachers in charge of school libraries and suggesting the advisability of them taking a course at a summer library school.

Attention is called by the committee to suggestive work done in the Brooklyn public library with literary and debating societies. This year a representative of the public library was invited to one of the high schools to talk on the leading American and English periodicals. A list of the most important magazines was distributed to each member of the literary society and after an introductory talk on the history of periodical literature, the special features and merits of each magazine on the list were discussed. The principal followed with a brief talk on the value and dangers of periodical reading and general discussion followed. In this discussion questions were asked about the cheaper magazines taken in the homes of many of the students but not represented in the files of the public library and reasons were given for their omission from the list. The next meeting of this society was held in the public library and one of the staff who had just returned from abroad told of a literary pilgrimage in England and illustrated it by a large collection of post cards. This has given rise to a demand for a travel club in the school. Such talks as these might be given by many public libraries and be most suggestive to high school students.

The most important work, however, of this committee was the organization upon request from the president of the New York state teachers' association, of a Library section. This took place in December, 1910, and was splendidly forwarded by the generous co-operation of the president in providing funds for the expense of a library exhibit and arranging for a joint meeting of the Normal sections and the English teachers' association with the Library section. Two sessions were devoted to the consideration of various phases of "The library as an educational factor." Many teachers

took part in the discussion and the librarians present felt that they received more than they gave in the way of suggestions and inspiration.

Elementary schools, high schools, normal schools and many private secondary institutions were represented by librarians or principals. An exhibit of "Aids in school library work" added greatly to the practical helpfulness of the meeting. —————

Books and Library Use—Aids to Instructors

The Boston Book company publishes a notable manual for the use of teachers and librarians entitled, "The practical use of books and libraries, an elementary manual," by Gilbert O. Ward, Supervisor of high school branches of the Cleveland public library. This manual provides elementary instruction for high school students and library apprentices in the use of books and libraries. Supplementing it, Mr Ward has prepared a "Teaching outline," thus meeting the needs of the teacher who lacks technical library training and of the librarian who has not had a pedagogical training, so that either class may satisfactorily conduct library instruction.

The subject matter is divided into definite instruction periods for freshmen, sophomores and juniors. The form and content are admirable. Brevity, clearness, selection and arrangement of material and form of presentation are most carefully considered. The definitions are exact and simple. Elementary things in the library, so obvious and simple to the librarian that their detail may easily be overlooked in dealing with beginners, are here given their true place and significance in a scheme of class instruction, scaled within reasonable time limits.

The subjects dealt with are "The structure and care of a book; The printed parts of a book;" "The card catalog;" "The numbering and arranging of books in public libraries;" "Reference books;" "Magazines;" "The use of the library in debating;" "Buying books;" "Specimen extracts from the dictionary."

The writer selects illustrations and special extracts from the text books in general use and from the reference books dealt with, thus building the students' work upon familiar ground. Incidentally, valuable hints on notetaking and literary methods are included. There is a good index. This manual is being very widely adopted, wherever library instruction in schools is being undertaken.

To meet the conditions created by the recent school laws of Idaho, the Idaho state normal school issued, as one of its quarterly bulletins, in 1911, "School libraries, organization and administration," prepared by Theodora R. Brewitt, librarian of the school. This pamphlet supplies the teacher with an excellent manual of library economy, especially adapted to her purposes in organizing the school library. A careful study of it will enable her to pass the examination in cataloging and the use of school libraries now required of all candidates for second grade certificates.

The subjects dealt with are: book care; book selection and ordering; cataloging and classification; reference books; current periodicals and indexes, picture collections, supplemented by very excellent book lists. Other book lists especially designed to help the teacher are: Story-telling, School entertainments and plays, Holiday celebrations, Debating material, Manual training, Public documents, Aids in organization.

Miss Brewitt gives a ten week's course in library methods and in the use of libraries which is repeated each quarter. The work covers three lectures and seven study and practice periods each week. Students are given one credit for the course. It includes classification, use of reference books, periodicals, book selection, children's literature and organization of school libraries.

Exhibits of Library Material

The library exhibit, which supplemented the meeting of the Library section of the New York state teachers' as-

sociation at Albany and which was open during the entire session of the association, was pronounced by experts to be one of the largest and best ever displayed. More than 1,000 people examined it and it is estimated that no less than 5,000 lists and leaflets of library information were given away. The way in which teachers and people generally wandered about the exhibit with note books, asking questions and jotting down information was most encouraging.

This exhibit, it is hoped, will prove the nucleus of the collection of lists published by public libraries and found useful in school work, which the Library section is attempting to make and is planning to keep at the New York state library, Albany, to loan as may be desired to teachers' meetings and library institutions or round tables throughout the year and to use as a part of the annual exhibit at the meetings of the state teachers' association.

Communications concerning this exhibit should be addressed to Frank K. Walter, vice-director of the New York state library school; for information about meetings, address Mary E. Hall, Girls' high school, Brooklyn.

Library of the Bureau of Education

The United States bureau of education at Washington, D. C., possesses a special pedagogical library of more than 100,000v. which, while primarily a working collection for the Bureau staff, is also designed to serve, so far as possible, as a central reference and circulating library for educators throughout the country. It is desired that teachers, school officials, and students of education should be informed of the resources of the library, and know that to them the privilege is freely offered of using these resources as an aid in their work.

In certain classes of educational literature, the library is clearly the most completely equipped in the country. Such classes are its files of official school reports, laws, etc., state and city; of catalogues and reports of universities, col-

leges, and schools; of transactions of educational associations; and its bound sets of educational periodicals, all of which are constantly augmented and kept up to date. Both American and foreign publications are included in these classes, which form a collection of valuable source material for investigators in educational administration, practice, and history. The library also contains a large collection of school and college textbooks of early and recent date, in all the principal subjects, which is undergoing amplification and arrangement so as to illustrate the history of textbook publication and to furnish examples of the best modern productions in this field.

On subjects in educational history and administration, theory of education, and principles and practice of teaching, the library contains a very full representation of both early and recent works, and special effort is made to secure all current publications, domestic and foreign, which deserve a place in a complete pedagogical library. There is also a large collection of pamphlets, many of them unusual and otherwise of value. The library has a dictionary catalog, and the Library of Congress system of classification is used for the books on the shelves.

The library offers to readers the use of its material according to two methods —(1) by direct consultation at the Bureau in Washington, and (2) by interlibrary and personal loans.

(1) Suitable reading-room accommodations are available at the library, and visitors are cordially invited to make it their headquarters for the prosecution of research and study for which every possible facility and assistance will be furnished. Investigators are allowed direct access to the shelves.

(2) To non-residents unable to visit the library, books which can be spared without detriment to the office work will be loaned free of charge under the interlibrary loan system, by which a library in the borrower's home town assumes responsibility for the loan. In certain cases, books may be loaned to teachers

under the guarantee of a responsible school official, or of a personal deposit. Non-resident teachers, schoolmen, and students of education are invited to send requests for the loan of books desired, which will be filled, if possible. Books are regularly forwarded by mail, under frank, and may ordinarily be retained for two weeks, subject to renewal.

The library also supplies bibliographical information on educational subjects, and on request furnishes lists of references to literature on any such topic. It has on file reference lists on more than 800 standard subjects, and constantly makes new special compilations, as occasion arises, besides preparing for publication monthly and annual bibliographies of education. As an aid in this work, a card index to important educational material in current periodicals, society publications, and official reports is maintained.

An Interesting Bibliography

A very attractive and instructive volume which is of solid value as a bibliography and will be an indispensable aid to the book collector is, "Literary annuals and gift-books," by Frederick Winthrop Faxon, well known to the library profession. It is issued as No. 6 of Useful reference series, published by the Library proper, consisting of 128 p. is preceded by an introduction giving the history and description of a certain class of serial publications, such as "Friendship's Offering," "For-get-me-not," etc., very much in vogue between the dates of 1823 and 1860, but gradually dwindling to less than a dozen issues in the generation from 1870 to 1902. A chronological index of these publications, very suggestive to the student of literary history, is given at the end. For fullness and orderly arrangement and for precise and illuminating statement, this bibliography leaves nothing to be desired. The introduction is written in a graceful style and that touch of interest is given which only the writer in thorough possession of his facts and alive to his subject can impart.

The Hoe Book Sales in New York

The Hoe library sale in New York, the second part of which closed January 20, was a most exciting and interesting event in the book market. George D. Smith, who supposedly was acting as agent for H. E. Huntington was the largest buyer in Part II as he was in Part I. The sales to him reached \$156,000 as compared with \$523,000 on Part I. Bernard Quaritch was the second largest buyer this time with a total of \$123,000 as compared with \$80,000 in Part I. Walter Hill, of Chicago with about \$30,000, was third in the contest in Part II. Henry E. Huntington, Belle Da Costa Green, librarian of J. P. Morgan's library, both prominent in Part I sale, were not present at Part II.

A spirited competition at the last session for the possession of four rare editions of the *Voyages of Americus Vespuicus* was notable. The contest was really between Chicago and New York. The four volumes were finally purchased by Mr Hill at a total cost of \$16,300. Mr Hill had to bid \$8,000 to obtain the first of the four editions on the catalog. It consists of two quarto volumes, one of 16 leaves and the other of six. The first was probably printed in Florence in about 1505 and the other in 1516. Only four other copies of the *Voyages of Americus Vespuicus* are known, and they are all in European public libraries. The Florence edition is by far the rarest of known editions.

The sale of the second part brought in \$471,618 and the total of the two sales reached \$1,498,982.

"Be systematically heroic in little unnecessary points. Every day do something for no other reason than its difficulty, so that if an hour of need should come, it may find you trained to stand the test. The man who has daily inured himself to habits of concentrated attention, energetic will, and self-denial in unnecessary things, will stand like a tower when everything else rocks around him."—William James.

The New Building of the Springfield, (Mass.) City Library

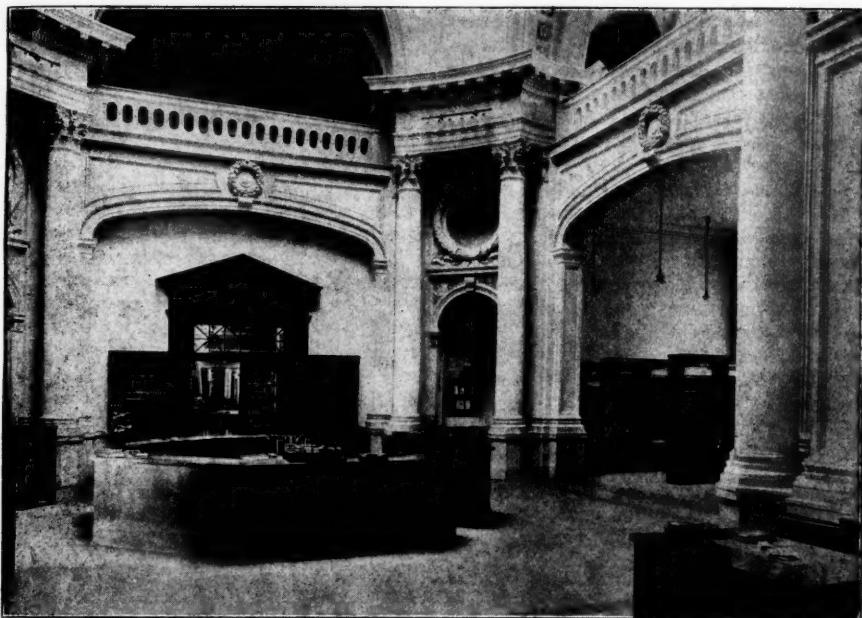
A brilliant spectacle and one of the most inspiring the city of Springfield has had in a long time, was afforded by the dedication exercises at the opening of the new library building on State street, January 12, 1912. An eager throng of sight-seers awaited the opening of the doors and quickly scattered throughout the various rooms of the building to inspect its arrangement.

The vestibule, with the frieze of Greek horsemen, executed in bas-relief, with its broad marble steps leading up to the rotunda, constitutes a most attractive entrance. As the guests entered the rotunda, which is to be the delivery room, they were met by the sound of music, played by the members of the Philharmonic orchestra.

The graceful lines of the columns and powerful sweep of arches and dome, brought forth many expressions of admiration. The great hall gives the impression at once of dignity, of artistic composition and of comfort, difficult to attain in a room of such dimensions. This impression is carried as well into the other large rooms of the building. Rice hall, the general stack and reference room, which is at the left of the rotunda, and the library of fine arts, which is at the right, both convey this sense of refinement and repose.

The dedicatory exercises, for which 1,600 invitations had been issued, took place in Rice hall. The hall, stairways, gallery, balcony and stack-room were crowded, when the president of the City library association, Nathan D. Bill, welcomed the people to the building and spoke for the men who had been concerned in the erection of it. Cordial applause was called forth by the reading of a letter from Mr Carnegie. The president's address was followed by brief addresses from the librarian, Hiller C. Wellman, Dr James H. Van Sickle, the superintendent of schools, and the mayor, Edward H. Lathrop.

The new building is not only very com-



Rotunda and part of Delivery Room, Springfield (Mass.) City Library.

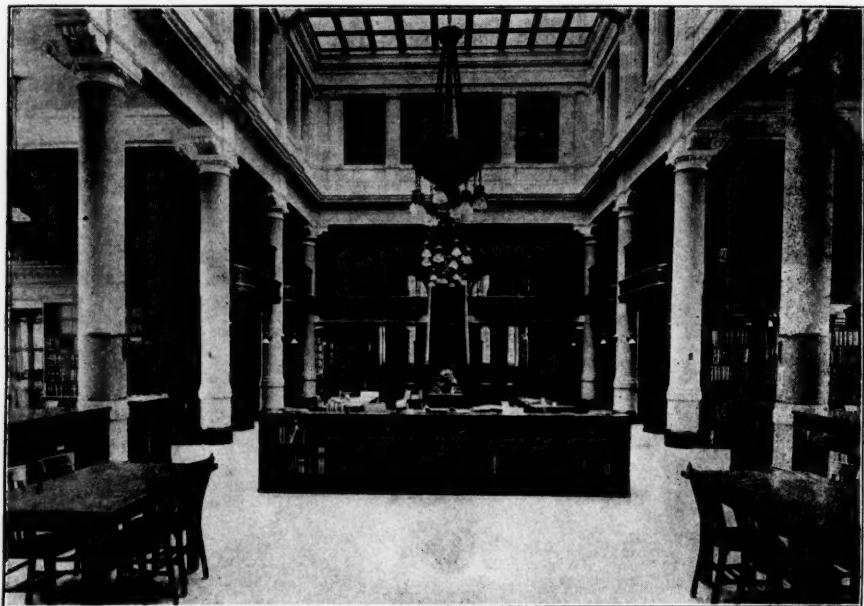
plete in respect to provision for office, reference and reading rooms, children's room and school department, stack, delivery, newspaper and periodical rooms, but it also houses and admirably correlates other departments, into which the work of this library has broadened so successfully. These are the medical library, map room, local history room, exhibit room, and a room for a fine arts library, which shall include not only books on music but the scores as well.

The total book capacity is 500,000v. The cost of the building was \$355,000, of which \$200,000 was the gift of Mr Carnegie and \$155,000 was from 378 citizens of Springfield.

The general architecture of the library building is Italian Renaissance. The base of the building is pink granite; and the stone, which is the principal material used, is white marble. White terra cotta makes an appropriate trim. The roof is a green tile of a pleasing shade.

The main entrance is reached by climbing granite steps, carefully graded so as to make an easy ascent. Handsome standards of solid bronze, especially designed and cast for the building, support large ground-glass globes, which at night light up either side of the doorway. Two double bronze doors with many intersections, making an art window effect, give entrance to the building. Above these doors is an immense arched window, shielded by a decorative bronze fretwork of fleur-de-lis design, and with a bronze eagle at a point just above the doors.

Notable points in the general arrangement for efficient administration are as follows: Public departments are on the basement floor (*above the level of the ground*) and on the first floor, except the medical library which is purposely placed more remotely on the top floor. Both the children's department and the newspaper reading room have independ-



Rice Hall, Springfield (Mass.) City Library.

ent entrances. The space devoted to the main entrance hall is just enough to be dignified and sufficient, but the waste of corridors, staircases, etc., is almost entirely eliminated, the total space occupied being only about 30 feet square for a building 223 feet by 86 feet.

Access is had immediately from this entrance hall to the delivery room, and the delivery desk is so placed that everyone entering or leaving this room, or the reference and art rooms, must pass it.

The reference room, or main book room, as it is called, and which has been named Rice hall, in honor of William Rice, librarian, 1861-1897, measures approximately 90 feet square, and in half of this, on and under a gallery, are shelves for 100,000v., which will comprise the live working library of non-fiction, except the art books and special collections, which are in rooms by themselves. The bookcases on the floor of Rice hall radiate from a central point

where are the desks of the reference librarians, giving complete supervision and ready access. The radius is so long that the waste of space which results where the radius is short, is practically eliminated. In Rice hall are tables and seats for nearly 200 readers, and readers, librarians and books are brought into the closest possible relations. The arrangement of this hall is one of the most notable features of the plan.

Another very successful feature is the lighting. By means of large light wells above Rice hall at one end of the building, the art room at the other and a dome over the central rotunda, there is the fullest daylight everywhere. These light wells also add height and dignity to the rooms and insure perfect ventilation.

The President of the Springfield library association paid high tribute to the librarian, Mr. Wellman, to whose unremitting effort and devoted study

were due the excellence of the plans for the interior of the building.

Moving the books of the Springfield (Mass.) city library—A novel plan of moving the books from the old building of the City library of Springfield (Mass.) is full of interest. A mechanical conveyor was used, extending from the old building to the new one, constructed on trestle work at such a degree that the cars were moved by their own gravity. There were two cars, one loaded with books, returning the empty car to the library as it made its way to the new building. The cars were so arranged that while one was being loaded at the top of the incline the other was being unloaded at the foot. The cars were six feet long by two feet six inches in width, with a capacity of about 150 to 200 books. In seven working days the entire collection of 180,000v. was sent over from the old library to the new, without an hour's interruption in the book service to the public.

Library of Congress

The Librarian's annual report (244 p.) for the fiscal year ending June 30, 1911, is, like its predecessors, replete with facts important not only to government authorities but also to library workers throughout the country. The net accessions were 98,571, including some interesting gifts, particularly the collections of Harrisse, various collections of manuscripts and purchases. On the subject of these the Librarian explains that the material sought is almost exclusively that whose *content* renders it indispensable to the serious investigator, while mere rarity, or peculiarity of form, does not constitute sufficient reason for purchasing. Apropos of rare and curious books Dr Putnam remarks that the first Hoe sale did not contain a single item which would not have been an appropriate acquisition for the Library of Congress, unless already there; but the library did not feel justified in bidding upon a single item. This view, undoubtedly wise, is an interesting suggestion, not only to other libraries dependent upon a sane use of public funds, but also to collectors of

rare pieces of literature, whose generosity by way of gifts and bequests the Library of Congress, as our national library, is justified in expecting.

The routine work of the various divisions each reports progress, the detail of which merits serious study. As in previous years, the Music division, unique in its tireless activity as a center of its specialty, shows wonderful progress; and the various agencies of co-operation bear witness of wakeful attention. Noteworthy among these are the various publications, such as the classification schedules, the lists compiled by the Division of Bibliography, the Index to Statutes at Large, and the calendar of the Van Buren papers.

A quiet, attentive study of the details of the Librarian's reports, as they appear year after year, will not fail to assist in rendering librarians, even those in charge of small libraries remotely located, or such as attend to routine details, better able to appreciate the total progress of American library work. B.

Interesting Things in Print

"Right reading in childhood," is the title of the president's address at the Mason City meeting of the Iowa library association, last October, delivered by Malcolm G. Wyer, librarian of the University of Iowa. It is printed in full in the January number of the *Bulletin* of Iowa library commission.

The address is full of serious thought as to the futility of a very great deal of the reading that is being done at the present time.

A history of the Boston public library by Dr Wadlin, librarian, has just been issued. It is a handsome volume of 250 pages, dealing with the history of the library from its foundation, singularly enough by the influence of a Frenchman, Alexandre Vattemare, and his stock of books which was given to Boston by Paris in 1841, down to the present time, when the present stock numbers nearly 1,000,000v.

The Administration of a public library by Arthur E. Bostwick, was issued by

the A. L. A. Publishing Board as a preprint of "Manual of library economy," the first of the year. The pamphlet treats specially of the public or municipal relations of the library, and embodies the sound views of Dr Bostwick obtained from a number of years' study and investigation along these lines.

The Proceedings and addresses of the meeting of the National association of state libraries, held in Pasadena, California, May 22, has been issued. Various reports of importance are included. Shall State library be head of all libraries in the state? Removal for political reasons. Exchange and distribution of documents. Public archives. Report and lists of state libraries and associations are among the things included.

Volume 10 of the *American Art Annual* has been issued and it should appear on the reference shelves of libraries of all kinds with little delay. It is a reliable directory of art museums, societies and schools, as well as a report of progress in art development in the United States during the past year. It is fully illustrated, well bound and furnishes ready information of the sort that is wanted constantly by art students.

A. C. McClurg & Company, Chicago, has issued a catalog of rare and fine imported books. A glance through shows the names of enduring things in the world of books, the names of places and people, covering a wide area in the matter of literature. The librarian too distant from the book centers to make personal acquaintance with these works of time, can cull considerable information from this and similar catalogs. A note is made of a 10 per cent discount.

The tenth annual report of the Indiana state board of forestry, 1910, contains a list of about 100 contributions on forestry in general, written by Indiana authors, and published in Indiana, also ecological and taxonomic contributions on trees and shrubs of the state. Contributions on cognate subjects, e. g., morphology, entomology, meteorology, etc., are purposely not included.

The Indiana library commission publishes a useful, graded and annotated list of "Popular books for boys and girls," compiled by Carrie E. Scott, assistant library organizer. This list is designed to answer for the teacher and others, the child's question, "What is a good book?" and furnishes a convenient guide for making recommendations. As the title implies, the books are popular and are not offered as supplementary to any particular course of study. Only those books which children will read for pleasure have been included. Careful attention has been given to the grading that it might be according to actual experience of the capacity of children in the school grades from one to eight. Special tests were made with school children and the results carefully considered. The compiler invites expression of opinion from users of the list so that the grading of later lists may be revised to conform to wider experience.

The free public library of Newark (N. J.) issues a very convenient general list of "Books for boys and girls." The author list is followed by subjects arranged by classes.

Worcester (Mass.) free public library bulletin includes a selected list on bee keeping, dairying, fruit culture and poultry.

The Chicago public library book bulletin continues its series of "Authors of the day," Mrs Humphrey Ward being the subject of the February number. Under the heading of Repertoire of the Chicago drama players is given a most interesting account of the plays to be presented whether in print or manuscript form. There is an account of the work of the public document department by C. R. Barnes. The department of civics, which will necessarily draw much from this source will be installed and ready for the public about May 1st.

The Western Massachusetts library club has issued in pamphlet form a list for small libraries, selected from books for the year. Characterizations by members of the Western Massachusetts library club are given under the entries.

Library Meetings

Arkansas—The Arkansas library association held its second annual meeting January 24 and 25 in the Carnegie library at Fort Smith. The incoming visitors were welcomed at a tea in the library auditorium during the afternoon.

The program of the evening session to which the public was especially invited consisted of a series of short addresses on library development. It was preceded by an informal reception in the rotunda of the library. Many of the representative men and women of the city made this an opportunity of showing their interest in the work undertaken by the new organization.

The president, C. W. L. Armour, in his opening address, called attention to the great undeveloped resources of Arkansas and he urged the need of education in order that the people of the state might be fitted to develop these resources. Mr Armour spoke as a business man with a practical end in view, the betterment of the state. As a means to this end the Arkansas library association had been organized a year ago and he earnestly requested the aid and co-operation of all public spirited citizens. He was followed by Mrs Arthur P. Jones of Little Rock, whose subject was, "An ideal system of libraries for the state." Her plan included some needed educational reforms and the appointment of a library commission.

The next speaker, Mr Lovick P. Miles, said that the most essential step was to arouse public sentiment now almost dormant in most of the state. If communities are aroused to the need of libraries they will demand the necessary legislation. He also explained the present law, showing that any city of the first and second class can obtain an appropriation from the general fund for a library building or for maintenance purposes, that gifts dependent upon a maintenance fund may also be secured.

Mr Harry E. Kelly followed with a short talk on the "Value of libraries to Arkansas," in which he pointed out what

had been done in other states, declaring that Arkansas could not take her proper place until the present constitution is abolished and each community is allowed to levy a tax adequate for schools and libraries.

"Relation of the public library to the public schools" was discussed with enthusiasm and hopefulness by Judge F. A. Youmans. Mr H. F. Auten of Little Rock condemned the legislature for its laxity in educational matters and urged the necessity of organized work in the library field.

Early Thursday morning the visiting librarians met to discuss the problems of book selection, book buying, mending and other practical details.

At ten o'clock the business session was called. As stated in a circular letter the principal object of this meeting was to devise practical plans for promoting library interests throughout the state. As a result of a discussion on this subject, Mrs A. P. Jones made a motion that "A committee be appointed by the president to prepare a bill providing for a library commission with a reasonable appropriation for carrying on its work, this bill to be submitted to the legislature at its next session." The motion was carried unanimously. The association urgently recommends that in order to keep the work out of political control that no member of the commission shall be such by virtue of his office and that the secretary employed by the commissioners shall be an experienced librarian and a graduate of a good library school.

In the interval that must elapse before the legislature meets it was proposed that the state association shall assume the work of a commission and by voluntary subscriptions secure the services of an organizer or field secretary whose duty it shall be to visit the various towns of the state, giving advice to struggling libraries, showing communities what may be done under the existing law, and stimulating public interest. This resulted in a motion by Mrs Thomas Barnes that "A field secretary be appointed to carry on

library education and extension throughout the state." The motion carried.

In order to secure the necessary funds for this undertaking it was suggested that the association raise \$500 by apportioning the amount among the different towns of the state. With this amount it was thought that a secretary could be employed for three months as a beginning. The financial details were left in the hands of the officers of the association.

It was decided to hold the next annual meeting at Little Rock leaving the exact date to be determined by the executive board with the suggestion that it be early in the legislative session.

The following officers were elected: President, C. W. L. Armour, Fort Smith; vice-presidents, Mrs A. P. Jones, Little Rock; Mrs Lora Goolsby, Fort Smith, and Mrs I. H. Crawford, Arkadelphia; secretary, Miss Ione Armstrong, Fort Smith; treasurer, Miss M. M. Pugsley, Little Rock.

IONE ARMSTRONG, Secretary.

Chicago—The February meeting of the Chicago library club was held on the evening of February 8, at the Chicago public library. About one hundred were present and two members were elected.

Mr William Morton Payne, of *The Dial*, gave some reminiscences of early libraries and librarians of Chicago. Mr Payne's acquaintance with Chicago libraries began in 1868. Although only ten years of age at that time, he was a constant visitor at the libraries then available, chiefly those of the Y. M. C. A. and the Young men's Christian union. When the Chicago public library was opened in 1874 he was enrolled as a reader on the day of its opening and in the same year became an assistant there. Closely associated as he was with some of the founders of the library and with its first administrators, and gifted with a wonderful memory, Mr Payne was able to recall many incidents of those early days. He was a warm friend of Dr Poole and in closing paid him the following tribute: "Upon those who had the privilege of his intimacy was made the impression, domi-

nant above all others, of his absolute integrity, intellectual and moral. They realized that here was a man who simply could not think one thing and say another, or swerve by so much as a finger's breadth from what he believed to be the right course, were the matter in question great or small."

HARRIE EDNA BROOK, Secretary.

Massachusetts—The Western Massachusetts library club held the annual winter meeting at Longmeadow, February 12, 1912, in the Richard Salter Storrs library. William B. Medlicott, president of the board of trustees, in his word of welcome spoke of the history of the library and the history connected with Longmeadow. He said 196 years ago Rev. Stephen Williams, just out of Harvard college and who had been carried in childhood as a captive to Canada at the time of the Deerfield massacre, began his ministry of 66 years in Longmeadow. He at that time kept a diary and Mr Medlicott showed one of the 17v. Rev. Richard Salter Storrs succeeded Rev. Stephen Williams, and it was the third of that name who gave the town the library. Besides the land and the library, the trustees hold the adjoining old homestead for historical purposes and meadow land, where they are planning to make tennis courts for the young people, a football and baseball field. They plan to keep the old historic associations and to link the town with its history.

The book list of the best books of 1911, compiled each year by the Western Massachusetts library club, was discussed with interest, especially some books which had been excluded from the list. The increasing demand for books on agriculture and poultry was noted.

In the afternoon Miss Ida Farrar developed many interesting facts and suggestions in the discussion led by her, on "Preserving local history." Miss Alice Moore of the Springfield city library spoke a word for the arrangement and classification of the local history collection there and called attention to its rapid growth and constant use.

The meeting closed with an address from Mrs Mary P. Wells Smith, well known through her books, the "Hackmatack" and the "Puritan" series, beloved by children. Her subject was "Women in literature in the United States."

New England—A meeting of the New England club of library commission workers was held at Providence January 30 and 31. Representatives were present from each of the New England states.

The sessions of the club were not public, being devoted to discussion of methods and policies in commission work. A public session was held in the afternoon of January 30, at the Rhode Island normal school. This was under the direction of the Rhode Island commission and the State library association.

An earnest and forceful plea for the reading of fiction, with a vigorous defense of this class of literature and the suggestion that a course in library economics be added to the extension courses at the State normal school, were two of the interesting matters considered.

New York City—The regular meeting of the New York library club was held in the auditorium of the New York historical society, January 11, Edward Harmon Virgin, President, in the chair. About 100 members were present. After the transaction of business, the program of the evening in accord with the principle of promoting a wider knowledge of the special libraries of the city was begun with an address by Robert H. Kelby, librarian of the New York historical society, on the history and scope of the society from its foundation in 1804.

Mrs Emil L. Boas, president of the City history club, whose headquarters are at 21 W. 24th st., gave an account of the work of that organization. The club was organized in 1896, and since that date there have been some 18,000 boys and girls in its membership. There are two distinct groups in the club. One of adults, supporting members; the other the student members, largely minors of both sexes, who meet in small groups under competent leaders for the study of city

history or government. Lectures, followed by visits to centers of historic or civic interest are features of the work. Among the minors there are at present about 50 groups studying under 30 competent leaders, nine of whom are paid, and 21 volunteer, nearly all of whom are trained and experienced men and women. These clubs are located in settlements, schools, both public and private, public libraries and other institutions, each being a part of the institution in which the club meets.

A paper on the New York society library, prepared by F. B. Bigelow, librarian of that society, was read by Miss Rathbone.

Mrs Florence E. Young, assistant librarian of the Genealogical and biographical society library, which numbers some 18,000 books, pamphlets and other items, gave the history of the collection. The society was founded in 1869 by a small group of men publishing a genealogical magazine, now in its 43rd volume. The library has the best collection of manuscript church-records of New York state, also a great number of bible-records. The manuscripts are open to all members of the society and those deputized by members. The shelves are open at all times to its members and their friends, and to all those who are preparing work for publication. Less freedom is granted to strangers who seek the library for private purposes, though people from country places or sections of the country where genealogical libraries do not obtain, are given free access to the library.

After a vote of thanks for the courtesy received the meeting adjourned.

SUSAN A. HUTCHINSON, Secretary.

New York—The Syracuse library club held its January meeting on the 19th inst. at the Syracuse public library. A social survey, with public addresses during the whole of one week, having just preceded this meeting it was planned to take advantage of public interest thus aroused and to make known how much the public library can do for social betterment when actively and liberally man-

aged. Miss Lutie E. Stearns was secured to speak and circulars were sent out inviting to the meeting teachers, preachers, social workers and students. Over 75 were present. Miss Stearns spoke on "The library as the greatest factor in community unity," showing the possibilities of making the library, both the building and activities taking place there, a social center where leadership in getting together for good aims and influence, was needed. She spoke of study clubs to interest the young people such as Miss Dousman carries on at the Milwaukee public library; of the librarian mingling with and knowing personally every group in the community, from the Christian scientists to the local grange, and studying to serve them at the library. A chart showing for a small town the organizations with which each family was connected, for example, church, lodge, grange, Sunday-school, including drawing books from the library, gave point to her remarks.

Library Schools Drexel Institute

The first of February marks the beginning of the second term of the year. The mid-year examinations were given during the last two weeks of January, with as little disturbance of the usual schedule of work as possible, and as no holiday intervenes between the two terms the passage from one to the other is scarcely marked. It therefore seems wise to gain a relief from the strain of the usual routine by devoting the first days of the new term to a new subject which will provide a fresh interest, so that several days will be given entirely to the course in "Work with children," which is in charge of Clara W. Hunt. Her five lectures, January 31-February 2, will be upon "The selection of books for children," and "Problems of a children's room."

After that the courses in cataloging, subject headings, classification, reference and bibliography will be continued, and so will the history of libraries. The last course, however, will be devoted entirely

to the history of American libraries for the remainder of the year. A prelude to the course was the visit of Lutie E. Stearns on January 11, with her stirring talk on "The library militant," followed, in a second hour, by some of the experiences of a library soldier on a western library commission.

Arthur E. Bostwick gave an illustrated lecture on February 5, upon "The St. Louis public library and its work." Other visiting librarians during the term will present the methods and history of some other typical American libraries.

During the spring all the members of the class will have the privilege of doing practice work in the Free library of Philadelphia and in the Apprentice's library. Beside the main library, the Richmond, Lehigh avenue, Spring Garden and Fortieth street branches will furnish practice fields, some of which afford exceptional opportunities to see work with foreigners.

Graduate notes

Members of the class of 1907 will hear with especial regret of the death of one of their number, Mrs Maurice E. Griest, formerly Madge Estelle Heacock, at her home in New York, January 11. Before her marriage, Miss Heacock was assistant librarian in the American philosophical society library in Philadelphia.

Margaret Widdemer, Drexel, '09, began work as a cataloger in the University of Pennsylvania library, January 1. Miss Widdemer's bibliography, "Books and articles on children's reading," is at present appearing in the *Bulletin of Bibliography*. She also has a contribution in the January *Century* entitled "Maeterlinck and a key."

Miss Lilian Kerr, Drexel '06, has been assisting in the office of the Massachusetts state library commission since November, 1911, and is at present engaged in the re-cataloging of the Public library of Winchendon, Mass.

Miss Lilian Evans, Drexel '11, has been appointed branch librarian of the branch of the Wilmington institute free library, Wilmington, Delaware.

JUNE R. DONNELLY, Director.

University of Illinois

The senior class began their regular month of field work on February 5, assignments of one or two students being made to each of the following co-operating libraries: East Chicago (Ind.) public library, Galesburg public library, Decatur public library, Evanston public library, Rockford public library, Danville public library, Springfield public library, Jacksonville public library, Oak Park public library, and the John Crerar library.

The first week in March the seniors and the juniors will make their annual library visit, this year going to St. Louis and probably including Springfield, Jacksonville, and East St. Louis. Heretofore this visit has been made to Chicago libraries, but it is now the intention to visit Chicago on alternate years.

The January meeting of the Library club was held on the 19th at the home of Mr and Mrs Sam Weingarten of Champaign, Miss Felsenthal, a senior, being the hostess' sister. The program for the evening was contributed by the faculty, each one giving account of their professional career. As is customary at the club meetings, refreshments followed with a most delightful social hour.

Registration for the second semester includes one new student, Miss Sarah Hougham, B. S. '03, Kansas state agricultural college.

Alumni notes

Miss Clara Gridley, B. L. S. '08, was married on January 11, 1912, to Mr Albert H. Helfrich. They will reside at 711 Overlook Boulevard, Portland, Oregon.

Miss Mary E. DeVol, 1910-11, is an assistant in the Carnegie library at San Antonio, Texas.

New York state library

Assignments for the practice work in outside libraries have been made. A large number of excellent libraries have consented to receive the students and this has made it possible to assign them to places where they will have an excellent opportunity to become acquainted with the lines of library activity in which they are particularly interested. The practice

period will extend from March 4 to March 30 and school exercises will be discontinued during that time. The usual library visit (this year to New England libraries) will immediately follow the practice period.

Recent visiting lecturers (in addition to the lecturers on library work with children, listed below) have been: Lutie E. Stearns on "The library militant" and "Some phases of western library activity;" Frank P. Hill on "Professional training" and "The Brooklyn public library;" Theodore W. Koch on "University libraries" (two lectures, one of them illustrated); Arthur E. Bostwick on "The St. Louis public library" and "The companionship of books."

The course in library work with children began February 5, with a lecture by Clara W. Hunt on "Young America and the public library." Miss Hunt gave four other lectures dealing with the administrative side of the work and with the general principles of selection of children's books. She was followed by Amena Pendleton, who discussed "Myths and folk tales for children," and "Romances and some English classics adapted for children." "Boys' stories," "Girls' stories" and "Information books" were treated by Ethel P. Underhill, children's librarian of the Worcester public library. In addition to these lectures, Mr Hill devoted a considerable part of one of his lectures to discussing the importance of rational library work with children from the point of view of a chief librarian. Mr Wyer will close the course with a lecture on the function of the library in selecting books for home reading.

F. K. WALTER, Director.

Alumni notes

Miss Helen Coffin, B. L. S., '08, has resigned her position as assistant in the Legislative reference section of the New York state library to become Legislative reference librarian of the Connecticut state library, Hartford.

Miss Julia S. Harron, B. L. S., '05, has been engaged as temporary assistant at the Newark Free public library.

Miss Harriet R. Peck, B. L. S., '04, has resigned her position as librarian of the Gloversville (N. Y.) Free public library to become librarian of the Rensselaer polytechnic institute at Troy, N. Y.

Miss Lida C. Vasbinder, New York State library school 1909-10, has been appointed assistant in the New York state library.

Carnegie library of Pittsburgh

The autumn term of the Training school for children's librarians closed on December 18, 1911. The winter term opened on January 3, 1912. Four new students were enrolled:

Miss Frances Gray, B. A., Pennsylvania college for women.

Miss Estella Slaven, B. A., University of Minnesota.

Miss Elizabeth English, assistant, Homewood branch library.

Miss Marion D. Redenbaugh, assistant, Training school for children's librarians.

Miss Effie L. Power, supervisor of children's work in the St. Louis public library, gave a course of lectures on Story-telling, and Book selection, November 15-29.

Dr Robert C. Moon, secretary of the Pennsylvania home teaching society, lectured on November 17 on "Work with the blind."

Mr George A. Macbeth, chairman of the committee on library of the board of trustees of the Carnegie library of Pittsburgh, lectured on December 16, his subject being "Relation of children's work to library work in general."

Mrs Gudrun Thorne-Thomsen, instructor in the School of education of the University of Chicago, spent January 8-12 with the school, giving a course of ten lectures on story telling. The subjects of the lectures were: Fairy tales (old); Fairy tales (modern); Adaptation of stories; Hero tales (Greek); Hero Tales (Norse); Nature stories and myths; Poetry; Realistic story; Animal tales; Story hour.

Mr Seumas MacManus, Irish folklorist, gave the following series of lectures for the school, January 20-27: Stories and story telling; Irish story tell-

ing (East Liberty branch library); Readings from his own tales and poems, chiefly humorous; Irish story telling (Lawrenceville branch library); Stories of Irish fairy and folklore (Homewood branch library).

On February 8, Dr Arthur E. Bostwick lectured on The work of the St Louis public library.

The courses being given for the junior students during the winter terms are:-

Cataloging, Miss Randall.

Book numbers and shelf-listing, Miss Mann.

Reference books for cataloging, Miss Mann.

Loan systems, Miss Welles.

Administration of children's rooms, Miss Bogle.

Organization of children's departments, Miss Bogle.

Book selection, Miss Elva Smith and Miss Bullock.

The senior courses being given in the Winter term are History of education by Miss McCurdy and Cataloging by Miss Elva Smith.

The junior students are taking a course in "Games and plays" at the University of Pittsburgh under the direction of Miss Corbin and Miss Connell of the Pittsburgh playground association.

Junior students are now scheduled on Monday mornings for practice work at the loan desks in the central lending division and in the branch libraries.

The following appointments have recently been made: Miss Marion L. Audette, '11, assistant, Children's department, Carnegie library of Pittsburgh; Miss Bolette Sontum, '06, assistant Children's department, Carnegie library of Pittsburgh; Miss Marie E. Wallace, '11, assistant, Children's department, Carnegie library of Pittsburgh.

Pratt institute

A new course in Italian for catalogers is planned for the third term this year, to which are admitted only such students as have a good working knowledge of Latin and French, the plan being to assume a knowledge of the Italian roots and to make the study mainly one of terminations, connectives, particles, etc. The course is optional; 15 of the class have elected it, and as Miss Woodruff,

who is to conduct the course, is willing to have twenty in the class, an invitation to take the course was extended to and accepted by five members of the cataloging staff of the Brooklyn public library.

Miss Stearns, of Wisconsin, lectured on "The library militant" before the school on January 16. About 60 members of the training class and staff of the Brooklyn public library also attended the lecture.

The lecturers for the coming month will be Miss Cornelia Marvin, of the Oregon commission; Mr Arthur E. Bostwick, of the St. Louis public library; Miss Annie Carroll Moore, of the New York public library, and Miss Louise G. Hinsdale, of the East Orange public library.

Alumni notes

The school has recently received for its collection of the printed work of graduates a catalogue of the David N. Carvalho collection of incunabula, compiled by Miss Henrietta C. Bartlett of the class of 1901, and published in New York by Dodd & Livingston, 1911. The collection consists of a sequence of dated books from 1470 to 1499, together with a number of sixteenth century books. This is a very painstaking and scholarly piece of work with full collation by signature and by pagination and many descriptive notes. Only one other catalog of incunabula has been made by an American. The school is very proud of Miss Bartlett's work.

Miss Helen C. Forbes, '04, has been made children's librarian of the 58th street branch of the New York public library.

Miss Georgia Rathbone, '06, head of the circulating department at the Osterhout library, Wilkes-Barre, Pa., has been made first assistant at the Tompkins square branch of the New York public library.

Mr Sloan D. Watkins, '06, has a temporary appointment in the order department of the University of Illinois library.

Miss Mildred E. Davis, '10, formerly children's librarian of the Public

library at Oshkosh, Wis., has accepted a corresponding position in the Public library at Salem, Ore.

Miss Evelyn M. Blodgett, '11, who has been, since graduation, in the library of Johns Hopkins university, has been appointed cataloger at the Vermont state library, Montpelier.

Miss Irene C. Phillips, '11, has been appointed librarian of the Public library at Bernardsville, N. J., and will begin her work there February first.

JOSEPHINE C. RATHBONE,
Vice-Director.

Syracuse university

At an open meeting of the Syracuse library club on January 19, at which the students of the Library school were guests, Miss Lutie E. Stearns gave an interesting address on "The library as a social center of the community." The next morning Miss Stearns gave an inspiring lecture to the students at the University on "Some phases of western commission work."

A series of visits under instructors of the Library school is being made by the students to the various centers of library interest in Syracuse and vicinity. These have already included the Syracuse public library and the North side branch of the Syracuse public library. Recent visits have also been made in connection with school work to several book publishers, periodical and newspaper plants.

The school was recently entertained at tea by Miss Edith E. Clarke at her home on Comstock avenue.

Graduate notes

Lulu Saxton, '11, has been appointed an assistant in the Department of agriculture library, Albany, N. Y.

MARY J. SIBLEY, Director.

Western Reserve university

It is with regret that we announce to the alumni and friends of the Library school that Miss Adelaide F. Evans, instructor in cataloging, has severed her connection with the school to accept the position of head of the cataloging department and instructor of apprentices in the Louisville public library, and will assume her new duties at once. Miss Evans has been connected with the school since its

beginning, making a place for herself by showing zeal and constant interest in its growth and welfare. By re-arrangement of the schedule Miss Evans will be able before she leaves, to complete her course in cataloging instruction with the exception of four lectures, which will be given by the other members of the faculty. Miss Hiss, head of the catalog department of the Cleveland public library, will assist Miss Grant in taking care of the spring work in cataloging practice.

Alumni notes

Magdalene R. Newman, '05, cataloger in the Marietta college library, has resigned her position to accept the position of Library cataloger in the United States museum, Smithsonian institute, Washington, D. C.

BESSIE SARGEANT SMITH,
Acting Director.

News from the Field

East

The report of the circulation of the Beverly (Mass.) public library during 1911 records 91,367v; fiction 77 per cent. 34,786v. on the shelves.

Arlington (Mass.) library has received from the late Winfield Robbins, \$25,000 for the preservation and increase of its collection of prints.

By the will of Catherine Knapp, the Boston public library will receive \$10,000 as an endowment fund for books.

Bedford (Mass.) public library has received the gift of the residence adjoining the library, which has been fitted up for a children's room in memory of General Samuel C. Lawrence. Mrs Lawrence is the donor.

The Williamstown (Vt.) public library was opened with appropriate exercises on December 6, 1911. This library is the result of the union between the Williamstown social library (110 years old), the village improvement society (three years old), and the town. Williamstown has some 3,500v. in a most attractive building, excellently furnished. Nearly all the different societies are contributing money. The whole town is much interested, and the records of use are highly gratifying.

Central Atlantic

The fourteenth annual report of the Brooklyn public library records a circulation of 4,236,602v; total number of books in the library 705,426. During the year there were 47 resignations from the staff. The report makes a plea for a more effective co-operative plan between the public library and the public schools of the city, calling attention to the fact that the two branches of educational work of the city are duplicating rather than supplementing each other. An extraordinary report, under the circumstances, is that relating to the unexpended balance of salaries of \$5,036. A total unexpended balance of \$18,445 is reported.

The marriage of Miss Madeleine Rogers Day to Mr Harry Miller Lydenberg, Chief reference librarian of the New York public library, took place at Nutley, N. J., Tuesday, January 23, 1912.

The suffrage library of the Equal franchise society of Brooklyn has been opened at the Peter Marie House, 8 East Thirty-seventh street. The library proper, which is to be more than a collection of suffrage literature, will contain books on subjects connected with women's advancement, books historical, critical, philosophical and economical; books by women and books about women. The anti-suffragists will be represented as freely as the suffragists. This is to be a free circulating library, open to the general public. Across the hall from the library will be the club and reading room where exhibits of women's work will be held in the future.

The library of the New York school of philanthropy, 105 East Twenty-second street, New York City, will hold during the month of March, an exhibition of books and material on town planning with special reference to housing and garden cities. In addition to a working collection of practical books on these subjects there will be on exhibition a collection of interesting drawings and other material such as Paris plans, plates from Le antichita romane of Piranesi, etc. The public is invited.

Central

Miss Lueva Montgomery has resigned her position as assistant librarian at Alerton (Ill.), to become librarian of the Adams memorial library at Wheaton.

Miss Florence Hays has resigned her position as librarian at Ripon college, to become head cataloger in the Legislative reference library in Madison (Wis.)

The marriage of Miss Harriet Josephine Imhoff to Mr Robert Argyll Campbell took place Wednesday, the seventh of February, 1912, at Madison. Miss Imhoff was librarian at Fargo, N. D.

The late Dr Benjamin Franklin Thomas, formerly professor of physics in Ohio university, and an alumnus of Ripon (Wis.) college, bequeathed to his alma mater his personal scientific library, comprising about 400v.

The annual report of the Carnegie-Stout public library of Dubuque, Iowa, records the following: Total support for year, \$9,595; additions, 1,510v.; volumes in main collection, 31,096; government documents, 12,500; total in library, 43,596v. Circulation, 104,463. Percentage of fiction, adult, 69.9; juvenile, 76.9. School libraries (1,247v.) have been placed in seven public and three parochial schools; circulation, 17,631. Stereoscopes and pictures were included with the school libraries. During the summer books were also sent to two public playgrounds. Story hours have been held and reading clubs for boys and girls organized. An Alcott afternoon was given by the members and \$30 sent to the Alcott memorial association. Several valuable oil paintings and etchings have been donated to the permanent collection in the art room. During the year three exhibits of pictures were held under the auspices of the Dubuque art association, and two exhibits of the work of the Art and Manual training departments of the public schools.

Davenport, Iowa, reports a year of steady development. The library has added 3,410v.; total, 332,772v.; foreign books, 2,653v.; 10,330 card holders; circulation, 160,370; 942 pictures loaned;

130 periodicals in the reading rooms; Story hour and local history collection are maintained. Two art exhibits were held under the auspices of the women's club, and a second deposit station opened.

The Dayton, (O.) public library and museum issues a biennial report for 1909-11. Volumes in library, 87,218; circulation (1909-10), 276,409v.; (1910-11), 271,026v., from main library, three branches in school buildings, 19 deposits and 342 school rooms. Fiction, 52 per cent. Growth in circulation from main library in six years, 25 per cent; reference questions at main library 7,700; accessions, 5,369; income, \$28,582; expenditures, \$24,699; books and periodicals, \$5,976; binding, \$1,113; salaries of staff, \$12,396; care of building and museum, \$1,743.

Progress is noted as follows: Gift of \$50,000 received from Mr Carnegie in 1911 for two branch library buildings, which are to be opened in the fall of 1912; extensive interior improvements in the basement of the main building, but crowded condition of the library is still unrelieved. In the development of the technical department a series of visits made by the technical assistant, Mr Fred H. Koch, to the shops showing workmen books on their trades; to be followed in 1912 by sending out "shop libraries" made up of technical books. An extensive exhibit of Bible study literature made at State Sunday-school convention held in the city in June, 1911. In the year 1909-10 Linda M. Clatworthy, the librarian, was granted a six months' leave of absence for travel a six months' leave of absence for travel abroad; Electra C. Doren served as acting librarian.

Marion, (O.) public library reports for 1911, 17,952v. with a circulation of 30,950v., a slight decrease as compared with the preceding year, due to an epidemic of smallpox in the town. Expenditure, \$4,787; balance, \$1,873. A uniform fine-rate of three cents per day for over-due books has been established.

Mrs H. L. Elmendorf, president of the

A. L. A., was the speaker before the Toledo (O.) Association of college women.

Edyth Prouty, formerly an assistant in the Stations department of the Cleveland public library, has been promoted to the position of first assistant.

Miss Minnie E. Althoff, head of the circulating department in the Dayton (O.) library has taken a three months' leave of absence to do some special work with the firm of W. H. Rademaecker of Newark, N. J., for whom she will visit libraries in New York state, Pennsylvania and Ohio. Long connection with the Dayton library, not only as head of an executive department which includes three branch libraries and 20 girls' reading clubs, but constant work in assistance to readers at the main library, has given Miss Althoff an unusually broad outlook upon books and people. Her sympathetic knowledge of the real needs of the average reading public, coupled with a refined and discriminating taste, has made her one of the rare influences in the community in which she serves. Miss Althoff expects to resume her Dayton work much refreshed by the survey of library work in other states, an opportunity that comes in line with her new work.

Minneapolis public school buildings have been further established as social centers by the opening of a branch of the public library in the Seward school. The occasion was celebrated by a gathering in the school auditorium of about 400 parents and interested friends.

Missoula (Mont.) reports an increased circulation following a reduction of library hours from eleven to eight hours daily. Daily increased issue averages 16v. This library gives its worn books to people who live in the country and are not eligible to library privileges. Not more than six books are allowed to any one person.

The Sarah Sargent Paine memorial library of Painesdale (Mich.) has 5,505 books, 2,460 of which are fiction. In the report of 1911 with a registration of 2,416 borrowers, the circulation was

22,869, the percentage of non-fiction being 35 per cent. Ethel Kellon is librarian.

The Detroit public library commission in its estimate asked for \$174,450; \$81,585 as salaries; running expenses, \$61,065; improvements, \$31,800. The increase in salaries is due to the scheduled increase for length of service. In addition, ten new attendants and assistants will be required. A newspaper and reading room with street entrance will soon be opened and the present reading room will be turned into an open-shelf room for non-fiction with about 6,000v. on the shelves.

The Indiana library commission is making an effort to interest the superintendents and board members of state, penal, correctional and charitable institutions to encourage the organization of libraries in those institutions, and to develop the circulation of books from the Traveling library department of the commission.

South

Shenandoah (Va.) reports 6,400v. on the shelves; circulation of 25,690; children's books, 38 per cent; adult fiction, 53 per cent.

Centerville (Md.) has received a gift of 1,000v. each from Dr H. G. Watson of New York city, and De Courcy Thom of Baltimore, for a public library.

The famous Hagerstown (Md.) book wagon, recently wrecked by a train, is to be replaced by a motor car for transporting books from the central library to rural districts. Inquiries as to the operation of the "book wagon" have come from as far as Japan.

Lexington (Ky.) will afford the public an opportunity to observe the recent development in trade education. A carefully classified exhibition of the printing art has been furnished by the International typographical union, the oldest and most firmly established trade union in America.

The teachers of public schools of Thomas county, Georgia, have organized themselves into an association to maintain and enlarge the library, which the county school commissioner built up dur-

ing his long term of office. It will be called the McLean library, after the founder.

The report of the public library of Savannah, Georgia, records a circulation for 1911 of 84,179v. of which 21,819v. were through the children's department. Number of volumes on the shelves, 41,861. The report makes a strong plea for a separate department for children. The classified list of card holders shows 70 different occupations.

At a late meeting of the Executive committee of the Georgia library association, Miss Katherine Hinton Wootton was elected secretary-treasurer of the association, to fill the place left vacant by the resignation of Miss Julia Rankin on her marriage to Mr Frank Foster.

Greenville (Tex.). The state federated women's clubs of Texas will furnish for country schools of the county 14 traveling libraries.

West

A book exhibit of material covering a period dating back to the 13th and 14th centuries, extending down to modern examples of book binding was held in the Denver (Col.) public library during January. There were 30v. of quaint bibles, the pauper bible, which was printed in Venice in 1508, and bound by Broga, another of the bibles containing commentaries by Erasmus, and published in 1522, a copy of Galileo's famous astronomical work, which was condemned by the Inquisition, and ordered to be burned in the 17th century was also shown. A number of beautiful bindings both ancient and modern were exhibited.

St. Joseph (Mo.) in co-operation with the Y. W. C. A. will soon establish a number of traveling libraries to be used in wholesale houses and factories, especially those where women are employed.

St. Louis public library made a separate feature of the children's opening. Saturday, January 13, was set aside as a special day for the children to visit the new Central library building. Invitations were sent to all the schools in the city, and arrangements made to show the children over the building in groups, between

the hours of ten and twelve o'clock in the morning, and two to five o'clock in the afternoon. Each group was in charge of a children's librarian, assisted by a student from the training class, and each tour of inspection began or ended in a story-hour room, where stories were told. It was impossible to count the attendance, but 943 children were entertained in the story hours, and 828 books were issued from Central children's room. Most of the children were regular patrons of some division of the library. Perhaps the severe cold weather kept away those less interested. It will be noted that removal to the new building has greatly increased the work of the library. On one Saturday the issue in the Children's room equalled two-thirds the ordinary circulation for a whole week in the old building.

On February 3, Schuyler (Neb.) had an informal opening of her Carnegie library. The building is a one story brick and stone structure with a high basement. The main floor contains reading rooms and the librarian's office. The woodwork is a dull oak finish. The basement contains a lecture room, a rest room, etc., and is finished in hard pine.

Pacific coast

Long Beach, California, public library staff numbers librarian, assistant librarian and seven assistants; the salaries paid range from \$50 to \$120 monthly. Beginning with the first of February, 1912, the salaries were increased 10 per cent, making a net increase of \$600 on the salary budget of the coming year.

The work at the Ballard branch of the Seattle public library has grown to such an extent that it has been necessary to transform the auditorium on the second floor into a children's reading room. The children's work at the Ballard branch is in charge of Miss Mary McKnight from the Pittsburgh training school for children's librarians. The circulation at the Ballard branch in 1911 was 66,717. This branch occupies a \$15,000 Carnegie building erected some years ago and is entirely too small for the work now done at the branch. Miss Elizabeth N. Robinson,

who has been librarian of this branch since May, 1910, left January 1, 1912, to become librarian of the new Carnegie library in Medford, Oregon. She has been succeeded at the Ballard branch by Miss Stella R. Hoyt, who graduated from Pratt institute library school in 1909 and since then has been cataloger in the Ferguson library, Stamford, Conn.

Canada

The Toronto public library has received a notable gift in the shape of a valuable collection of pictures, illustrating the history of Canada. The donor is J. Ross Robertson, who for many years has been an enthusiastic promoter of the proper teaching of Canadian history in the public schools.

This collection, which the donor expects to increase by additional gifts, is unique, complete and historically correct, and will be of the greatest advantage to the students of history in Toronto. "The prints," says the librarian, George H. Locke, in an appreciative foreword to the catalogue of the 558 pictures, "tell a story, by the side of which the printed word is cold and dead, and to see the faces of the men who accomplished great things for our country, and to see the pictures of the houses in which they lived and worked, and of the villages and towns as they were in those times, gives us a thrill of 'ancestor worship' which a discovery in Debrett could never produce." The acceptance of the gift on behalf of the library was made the occasion also of the unveiling of a bronze memorial tablet commemorating the gift of \$350,000 from Mr Carnegie and also the unveiling of the portrait of John Graves Simcoe by his successor in arms and office, Sir John M. Gibson, K. C. M. G., lieutenant-governor of the province of Ontario, and of John Hallam, founder of the library. A brilliant and representative gathering assembled to take part in the function. Speeches, witty and informing, from the mayor, J. Ross Robertson, Sir John Gibson, N. B. Gash of the library board, and others, marked the occasion as a memorable one.

Dundas annual report shows a total number of books on hand, 7,193, with a circulation of 17,440v.; expenditures, \$1,269, of which \$114 is from the government and \$976 from the town.

The twenty-third annual report of the Hamilton public library shows 46,231v. on the shelves, of which 3,808 were added during the year; circulation from the main library and branches of 288,966, being an increase of 49,469. Fiction issued from the main library was 61 per cent, while that of the branches was 91 per cent. Biography has been re-classified during the year.

Foreign

Last year the Public library of Hamar, Norway, a town of 1,868 inhabitants, lost only two books, and during the three years since the open-shelf system was adopted, the total loss has been five books.

A new feature of the work of the Public library of Heidelberg is the literary evening which was planned by Librarian Zink with the object of calling the attention of the public to good current literature and to increase the number of book borrowers.

For a long time special afternoons were set aside for the children of employes by the library of the dye works of Fr. Bayer & Co. in Leverkusen-Wiesdorf (Germany) and the experiment was so successful that often as many as 70 children were present at one time. The result was the installation of a special collection of children's books, which went into circulation last November.

Wanted library position— Graduate of a four years' library course with over five years' practical experience, desires position as librarian or cataloger. References upon application. Address A. B. Library Bureau, 37 S. Wabash avenue, Chicago.

Wanted— The office supply of PUBLIC LIBRARIES for January, 1912, is about exhausted. We shall be glad to receive any of these numbers from those who are not keeping complete files.